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ABSTRACT

The purpose of these hearings was to review the progress in Mississippi of two programs (Star Schools and Chapter 1, both initiated under the Elementary and Secondary Education Act) which use technology in order to provide instructional programs for economically disadvantaged students in rural schools. Included are testimonies of administrators from the Mississippi State Board of Education; the executive director of Mississippi Educational Television; the director of the Star Schools Program for Public Service and Continuing Studies at the University of Mississippi; Chapter 1 coordinators; the presidents of the Mississippi Association of Educators, the Mississippi American Federation of Teachers, and the Mississippi Parents and Teachers Association; and teachers and students from Mississippi schools. (GL)

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STAR SCHOOLS—CHAPTER I FUNDING

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HEARING

BEFORE THE

SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES

OF THE

COMMITTEE ON LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

ON

REVIEWING THE STAR SCHOOLS PROGRAM AND THE CHAPTER I PROGRAM OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

APRIL 27, 1989
JACKSON, MS

Printed for the use of the Committee on Labor and Human Resources

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CONTENTS

STATEMENTS

THURSDAY, APRIL 27, 1989

JACKSON, MS

	Page
Kennedy, Hon. Edward M., prepared opening statement	1
Cochran, Hon. Thad, prepared statement	3
Boyd, Dr. Richard A., State Superintendent of Education, Mississippi State Department of Education, Jackson, MS; Dr. Olon Ray, special assistant for the education office of the Governor, Jackson, MS; Dr. Joe M. Ross, chairman, Mississippi State Board of Education, Vicksburg, MS	5
Prepared statements of:	
Dr. Boyd	7
Dr. Ray	12
Dr. Ross	17
Wall, Dr. James E., associate dean for research and development, Mississippi State University, Mississippi State, MS; Jody Jaeger, executive director, Mississippi Educational Television, Jackson, MS; Dr. Robert A. Young, director, Star Schools Program Center for Public Service and Continuing Studies, University of Mississippi, University, MS; and Albert Moore, student, Houlka High School, Houlka, MS	24
Prepared statements of:	
Dr. Wall	28
Mr. Yaeger (with attachments)	35
Mr. Young	47
Mr. Moore	53
Matthews, Dr. Milton, director, division of instructional alternatives, Mississippi State Department of Education, Jackson, MS; Dr. Judy Floyd Robbins, Chapter I coordinator, Lafayette County School District, Oxford, MI; Mrs. Margaret McDonald, teacher-supervisor, Tunica County School District, Tunica, MS; and Carlos Day, student, Blackburn Junior High School, Jackson, MS	58
Prepared statements of:	
Dr. Robbins	62
Mrs. McDonald	68
Mr. Day	74
Peterson, Peggy, president, Mississippi Association of Educators, Jackson, MS; Maryann L. Graczyk, president, Mississippi American Federation of Teachers, Biloxi, MS; Dr. Betty Ann Jones, president-elect, Mississippi Professional Educators, Long Beach, MS; and Daisy B. Cobbins, president, Mississippi Parents and Teachers Association, Jackson, MS	82
Prepared statements of:	
Ms. Peterson (with attachment)	84
Mrs. Graczyk (with attachments)	91
Dr. Jones	102
Mrs. Cobbins	106

STAR SCHOOLS—CHAPTER I FUNDING

THURSDAY, APRIL 27, 1989

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES OF THE
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Jackson, MS.

The subcommittee met, pursuant to notice, at 10:00 a.m. in the Old Supreme Court Chamber, Mississippi State Capitol, Jackson, MS, Senator Thad Cochran, presiding.

Present: Senator Cochran.

Senator COCHRAN. If you will come to order we will begin our hearing. This hearing has been authorized by the Labor and Human Resources Committee, specifically the Subcommittee on Education, Arts and Humanities of the U.S. Senate. Senator Edward Kennedy is chairman of the full committee and authorized these hearings to be held in Mississippi today and tomorrow. The chairman of the Subcommittee on Education, Arts and Humanities is Senator Claiborne Pell of Rhode Island. He authorized these hearings as well and I express my appreciation for this privilege to convene these hearings in our State and to chair the hearings in their absence today. The purpose of our hearings is to review the Star Schools Program and the Chapter I Program of the Elementary and Secondary Education Act. Tomorrow's hearings will be on the subject of vocational education and will be held at Gulf Coast Community College, Jeff Davis campus.

Before we begin the hearing I want to express my appreciation to Dr. Richard Boyd and his staff for helping with the arrangements for the hearings. I am very grateful for their assistance. We will now receive a statement by Senator Kennedy for the record.

[The prepared opening statement of Senator Kennedy follows:]

PREPARED OPENING STATEMENT OF SENATOR KENNEDY

Senator KENNEDY. I want to commend Senator Cochran for holding today's hearing on the benefits of Chapter I and the Star Schools Program for Disadvantaged Children.

Chapter I is the centerpiece of Federal education aid for disadvantaged elementary and secondary school student. Star Schools is a relatively new program designed to use the latest technology to bring math, science, foreign languages and other subjects to children which have limited access to them.

As we developed the Star Schools legislation, we heard testimony from school administrators, teachers, and children. All underscored the need to bring these subjects which are vital for our economic

competitiveness to areas of the country where they are not available. We also needed to do this in as cost-effective a manner as possible. Using advanced technology such as satellite, microwave, cable, fibre optics, and others, we can beam the best teachers into the most rural schoolhouses.

So far we have not been disappointed. The first year of funding—$19 million—was awarded to four multistate telecommunications consortia which together will provide services to 1,000 schools in 39 States. Three of the winning consortia included Mississippi partners, which gives us a special opportunity to see the effectiveness of the program in rural and disadvantaged areas. In most of these, it is still too early to perform a comprehensive evaluation of how students and teachers are faring, but I am glad that we have the opportunity today to receive a status report on the program.

We believe Star Schools holds great promise here in Mississippi and throughout the country to enhance educational opportunities for disadvantaged students, and to make major strides toward equalizing educational opportunity.

Senator COCHRAN. I want to welcome each one of you and I appreciate your attendance at the hearing. I know you are busy and there are many things that you have going on that need your attention and we are very glad that you could be with us today. We have several teachers and students who are away from their classrooms today to be here to help us review these programs. We appreciate your principals agreeing for you to be here.

We are also fortunate and honored today to have Doris Dixon, the Chapter I specialist for the U.S. Department of Education. I would like for Mrs. Dixon to stand so you will know who she is. Thank you for being here. We also have with us Ann Young, a member of the subcommittee's staff. She is Senator Claiborne Pell's representative this morning.

The two programs that we will be reviewing today are of vital interest to our education system in the State of Mississippi. Both programs, Star Schools and Chapter I, were authorized for a 5-year period under Public Law 100-297, the Hawkins-Stafford Elementary and Secondary Education Improvement Amendments of 1988. Chairman Pell, along with other members of the Education Subcommittee were the principal authors of this legislation. Although the primary legislative work was done last year, the subcommittee maintains its commitment to these programs through its continuous review and evaluation of them. I can think of no better place to examine the Star Schools and Chapter I services than in the State of Mississippi where Federal dollars are being put to use in a very effective way. I also would add that the Appropriations Committee on which I serve has a subcommittee that maintains jurisdiction over the funding level of these programs. I am happy this year to be a member of that subcommittee as well as the legislative committee that authorizes the program. Last year when the Department of Education awarded the first Star School demonstration grants, three Mississippi projects were among the four nationwide to obtain funding. Mississippi Educational Television, the University of Mississippi and Mississippi State University are part of three different consortia working together to provide mathematics, science, and foreign language instruction using telecommunications,

technology and satellite communication to areas with high concentrations of economically disadvantaged students. Mississippi is becoming a leader in this educational technology of the future. We are very fortunate to have the directors of the three projects with us today and look forward to hearing their testimony.

I am very happy that we started the Star Schools Program enacted by the Congress in 1987. As an original cosponsor of the legislation, I was glad to see language included in the bill that insured that 50 percent of the funds would go to areas with high areas of Chapter I students. That gives us a chance, if you understand, in the competition for funds for that program. Last year's appropriation for the Star School's program was $14.4 million dollars. As a member of that Appropriations Subcommittee, I will be working this year to see that Star Schools is funded again. In fact, the Secretary of Education, Lauro Cavazos, appeared in early April before our subcommittee and we expressed to him our support for the program and urged his consideration of favorable support.

With regard to Chapter I, Mississippi has always been a primary beneficiary of these Federal dollars. The State's Chapter I coordinators and teachers are not just receivers of the Federal assistance; they are innovators. Over 128,000 Mississippi students are benefiting this year from Chapter I assistance. They not only receive instruction in language arts, mathematics, and science, but also benefit from other support as guidance counseling and health service.

The Hawkins/Stafford Act reauthorized the concentration grant portion of the Chapter I statute. You may remember that this was a part of the law as early as 1978 but it had not been funded since 1980. That has now changed. The fiscal year 1989 appropriations bill included $172.9 million for concentration grants under Chapter I. Mississippi will be receiving $4,307,000 for the 1989–1990 school year under this newly appropriated measure. During the authorization in our committee of this program we were able to secure a change in the funding formula so that Mississippi would receive more money under the concentration grants program. The purpose of the concentration grants program is to provide Chapter I supplementary funds to school districts with high concentration of children in poverty.

[The prepared statement of Senator Cochran follows:]

PREPARED STATEMENT OF SENATOR COCHRAN

This hearing of the Senate Education, Arts and Humanities Subcommittee will come to order. Good morning. Before we begin, I would like to thank Dr. Richard Boyd and his staff for hosting us today. The assistance given to us in arranging witnesses and in reserving this chamber are most appreciated. Thank you for allowing us to be here.

I want to take this opportunity to welcome each of you this morning and to thank you for taking time out of your busy schedules to be here. We have taken several teachers and students out of their classrooms today, and we are grateful to their principals for allowing them to testify.

I'm also happy to introduce Doris Dixon, Chapter I specialist for the U.S. Department of Education, and Ann Young, representing

the subcommittee's chairman, Senator Claiborne Pell. Let me add here that we are grateful to the chairman for allowing the Education Subcommittee to hold this hearing in Mississippi.

Today's meeting will focus on two Federal programs of vital interest to Mississippi students: Star Schools and Chapter I. Both programs were authorized for a 5-year period under Public Law 100-297, the Hawkins-Stafford Elementary and Secondary Education Improvement Amendments of 1988. Chairman Pell and the members of the Education subcommittee were the principal authors of this legislation. Although the primary legislative work was done last year, the subcommittee maintains its commitment to these programs through its continuous examination of them. I can think of no better place to examine Star Schools and Chapter I services than in the State of Mississippi where Federal dollars are being put to use in very effective ways.

For example, last year when the U.S. Department of Education awarded the first Star Schools demonstration grants, three Mississippi projects were among the four nationwide to obtain funding. Mississippi Educational Television, the University of Mississippi, and Mississippi State University are part of three different consortia working together to provide mathematics, science, and foreign language instruction via satellite to areas with high concentrations of economically disadvantaged students. Mississippi is becoming a leader in this educational wave of the future. We are very fortunate to have the directors of the three projects with us today; we look forward to hearing their testimony.

I have been committed to the Star Schools project since its inception in 1987. As an original cosponsor of the legislation, I worked to see that language was added ensuring that 50 percent of the funds would go to areas with high numbers of Chapter I students. Last year's appropriation for Star Schools was $14.4 million. As a member of the Senate Appropriations Subcommittee on Labor, HHS, and Education, I will be working to see that Star Schools is adequately funded. In fact, the Secretary of Education, Lauro Cavazos, appeared in early April before the Appropriations Subcommittee, and I had the chance to express my support at that time.

With regard to Chapter I, Mississippi has always been a primary beneficiary of these Federal dollars. But the State's Chapter I coordinators and teachers are not just receivers of the Federal assistance; they are innovators. Over 128,000 Mississippi students are benefiting this year from Chapter I assistance. They not only receive instruction in language arts, mathematics, and science, they also benefit from support services such as guidance counseling and health.

The Hawkins/Stafford Act reauthorized the concentration grant provision that has been part of the Chapter I statute since 1978 but has not been funded since 1980. The purpose of the concentration grant provision is to provide Chapter I supplementary funds to school districts with high concentrations of children in poverty. During reauthorization, I worked to change the funding formula so that Mississippi would receive more money under concentration grants. I am pleased that the fiscal year 1989 appropriations bill included $172.9 million for concentration grants, and I note that Mississippi will be receiving $4,307,000 for the 1989-1990 school

year under the newly appropriated program. I have expressed my interest in Chapter I basic grants and concentration grants to the Secretary of Education and will be working in the Appropriations Committee to see that they are funded well.

Again, I want to welcome all of our witnesses today. Your suggestions are invaluable to our subcommittee as we continue to explore ways to improve existing programs such as Star Schools and Chapter I. All of your remarks will be made part of the subcommittee's permanent record. Let us begin with our first panel.

Well, that is enough of an introductory statement from me I want you to know that I am truly grateful for your presence here and we have panels of witnesses this morning who I now want to welcome and ask to come forward to make their presentation to the Committee. The first panel will present an overview of the education situation in our State and we look forward to hearing from them. We also want the record to contain some information about the Education Reform Act here in our State.

The first panel includes Dr. Richard Boyd, our State Superintendent of Education; Dr. Olon Ray who is Special Assistant for Education in the office of Governor Ray Mabus, and Dr. Joe Ross who is Chairman of the Mississippi State Board of Education. Please come forward and let me welcome you formally to the committee hearing. I know that you have statements that you have prepared and have provided to the committee. We thank you for that. Those statements will be included in their entirety and we will urge you to make whatever summary comments or statements to the committee that you choose. After each of you have completed your presentation, we will then have opportunity to discuss your testimony.

Dr. Boyd, you may proceed.

STATEMENT OF DR. RICHARD A. BOYD, STATE SUPERINTENDENT OF EDUCATION, MISSISSIPPI STATE DEPARTMENT OF EDUCATION, JACKSON, MS; DR. OLON E. RAY, SPECIAL ASSISTANT FOR THE EDUCATION OFFICE OF THE GOVERNOR, JACKSON, MS; AND DR. JOE M. ROSS, CHAIRMAN, MISSISSIPPI STATE BOARD OF EDUCATION, VICKSBURG, MS

Dr. BOYD. Good morning, Senator Cochran. I am really pleased to have the opportunity this morning to tell you a little bit of the progress that we have made in improving elementary and secondary education in Mississippi in the last few years. Senator Cochran referred to the Education Reform Act. One thing I think Mississippi has not gotten enough recognition for over the years is that the Education Reformat Act of Mississippi which was passed in December of 1982 and that was 4 months before "A Nation At Risk" was published. After "A Nation At Risk" everybody had an education format but this State, I think, has not gotten much recognition as needed that really ran a vanguard of that movement. We had a little argument with that Act at this point. The law required it, signification still needs to take place. It is largely in place and in the last year or so we have begun to move on to other things that are needed. Things we are pleased with, there has been a steadily rising level of achievement on the part of our students. That was

our bottom line. We are not where we need to be in building math achievement and higher organizational skills and that type of thing but we have made a lot of progress. Teacher salaries only a few years ago we were 50th in this country. We them moved to 49th, then 48th and this past year we leaped over another four or five States and so steady progress is being made there.

In my testimony I included an attachment from an issue of Education Daily of a couple of weeks ago. I think that is very pertinent because the article in Education Daily said that in a recent conference in Washington it pointed out that education experts across this country had their eye on three States. One of those was New Jersey, one of those was Minnesota and the other was Mississippi, and the reason that think people have their eyes on us, we really think that we have probably led the nation in terms of working with school districts that are not performing at the level that we should. We currently have 17 school districts that we have put on probation. A lot of people across the Nation, when they first heard about that thought that was a negative type thing. We do not look at it as negative nor do I think the school districts look at it as negative because our point was that we were not just going to put them on probation and leave them hanging out there. We were going to put them on probation and look for all kinds of help for them and give them some extra resources to help them improve.

I think it is good that you have chosen Star Schools project and Chapter I as topics as today's testimony because both of them have great impact on this State. The people of Mississippi probably do not realize the extent of poverty that we really have in this State. Figures that usually astonish people I speak about at national meetings. In this State 51 percent of our children are eligible for free and reduced price lunches. And the next highest State, which I believe is Louisiana, has 41 percent and then it goes down in gradations of one or two percentage points, 40, 39, 38, 37. We are 10 percentage points higher than the second highest State, so obviously Chapter I means a great deal to us in our attempt to improve education. You mentioned, Senator Cochran, that we were one of really two States, Alabama being the other, that were in on three of the four consortia. That has been a great thing for us. I understand there is a great amount of consternation among the other States in the nation because some of them did not get in on the front end of the deal, but as you will hear later this morning from other witnesses, we are off and running with that. We have had four school districts this year already involved and with plans for great work in that next year, so I am pleased to be able to take these brief few moments just to give you snapshot of how we have improved.

[The prepared statement of Dr. Boyd follows:]

PREPARED STATEMENT OF DR. RICHARD A. BOYD

I am pleased to have the opportunity this morning to tell you of the progress that we have made in Mississippi in improving elementary and secondary education over the past five years. It is a story worth telling.

In December of 1982, the Mississippi Legislature--which had been called into special session by then-Governor William Winter--passed the first comprehensive education reform act in this nation. I remind you that December, 1982, was about four months before the publication of "A Nation At Risk," after which a great number of states began to adopt education reform measures. But Mississippi was first in that regard.

The Mississippi Education Reform Act contained 17 major components, and we have been busily engaged in putting those in place since its passage. That task was largely completed about a year ago, and we then began to refine those components and to move into other areas of improvement. We have drastically raised standards for how the schools in this state are to be operated: higher standards for entering the teaching profession, for student performance, for administrators, and for school board members.

The result of all of this has been a steadily rising level of achievement on the part of our students. And at the beginning of this school year, Mississippi became only the fourth state to open a special statewide school for students who are highly talented in science and mathematics. Teacher salary increases over this two-year period will undoubtedly be the highest in the nation, and the latest rankings show that we have passed another four states in average teacher salaries this year.

In a recent issue of Education Daily, a copy of which I have attached to my written testimony, Mississippi was cited as one of three states that were being watched by education experts across the nation for their attempts to hold local school districts accountable. The other two states were New Jersey and Minnesota. We indeed are a leader in this regard, and we are pleased with what we are seeing in some of our poorer performing districts.

This action is not without controversy, because our Education Reform Act calls for heavy regulation from the state. As this committee well knows, many people are calling for less national and state regulation and more local school flexibility. President Bush recently made that concept a part of his education package. However, I don't think it is that simple, and our State Board of Education and our Legislature believe that a certain amount of regulation is needed, particularly for school districts that are not being managed well.

The major difference between our system in Mississippi and that in most other states is that we have established a procedure whereby we have identified our poorest performing districts, placed them on probation, required them to file with us a plan of improvement, and are now helping them to implement those plans. We are not simply walking away from them and leaving them unassisted.

We still have a long way to go in Mississippi in improving elementary and secondary education, because our student achievement still ranks near the bottom of the nation. But it is steadily rising and we expect further continuing progress. I appreciate having the opportunity to tell you a little of what we are doing.

ATTACHMENT TO TESTIMONY BY DR. RICHARD A BOYD, MISSISSIPPI STATE SUPERINTENDENT OF EDUCATION
APRIL 27, 1989

EDUCATORS AWAIT RESULTS OF STATE ACCOUNTABILITY SCHEMES

Educators are keeping a close watch on three states that are struggling to boost school accountability, officials said last week at a conference of the Council of Chief State School Officers (CCSSO).

Mississippi, New Jersey and Minnesota "have cracked the whip and are holding schools accountable through student test scores and other means," said Glenda Partee, assistant director of CCSSO's resource center on educational equity. The three states are on the forefront of the push for accountability, and state officials are waiting to see whether their controversial approaches will work.

New Jersey's school takeover law allows the state to fire district administrators and disband school boards if districts don't meet state standards. Carol West, education program specialist in the state education department, said 97 percent of New Jersey's 583 school districts have met state standards on school facilities, curriculum, instruction and other factors and have been certified for five years, while 3 percent have two years to improve.

West said state monitoring has helped narrow the gap between student test scores in New Jersey's 36 urban school districts and other districts. "The gaps generally are closing, but all children are improving," West said. "We think that's pretty impressive." In 1987, 79.6 percent of urban students and 96.2 percent of other students passed the reading test, West said.

Those numbers increased to 84.4 percent and 97.4 percent, respectively, in 1988. Results for writing and math were similar, she said. While test scores are up, the accountability plan has sparked a lawsuit, in which the Jersey City School District is trying to prevent a takeover (ED, Dec. 13, 1988).

Competition is the key in Minnesota, where open enrollment should weed out the schools that can't or won't give students the best possible education, said Will Antel, manager of Minnesota's equal education opportunities office (ED, Jan. 4). A spokeswoman for the state education department said it's too early to gauge the impact of open enrollment since mandatory compliance by all districts doesn't begin until 1990-91.

While the overall impact remains unclear, requests for transfers are increasing, Antel said. But most participants so far have been from higher socioeconomic groups, he said. "It's not as easy to get information about school options to some parents as others, but we're working on ways to reach all parents," he said.

While a the free market approach guides Minnesota, Mississippi uses the threat of removing accreditation to spur school improvement. Since 1982, Mississippi has required all schools to be accredited based on results of student test scores and compulsory facility, teacher certification and student health and safety standards.

This year, 17 school districts were placed on probation until their students' reading, math, writing and language test scores improve, said Sarah Beard, director of Mississippi's assessment and compliance education department. "We think that within five years, all of our schools will meet the standards" with help from state consultants.

Minnesota, Mississippi and New Jersey are adjusting their programs to safeguard students and teachers who are already succeeding. But state officials say it's essential for parents and states to prod schools to meet higher standards. "There are things you're supposed to do because that's what your job is," West said. —Jane McQueen

Senator COCHRAN. Thank you very much Dr. Boyd for your presentation and for the statement that we have from you. It is very helpful to us.

I should have mentioned at the outset that Senator Kennedy has sent a statement to be included in the hearing and that statement will be made a part of the hearing record prior to the beginning of our hearing.

Let me now call on Dr. Olon Ray. We appreciate your being here Dr. Ray and ask you to proceed in any way that you would like.

Dr. RAY. Thank you, Senator Cochran. I want to express my genuine appreciation for your presence here today and also for the opportunity to widen our children's case at the educational realm because they are such important persons to us and others with whom you work in the educational realm of the United States Senate. I want to reflect what Dick Boyd said to begin with. First of all,think Mississippi has a lot to be proud of. For the many years of my life we did not have any of the summaries to brag about or to point to that we do right now and I think we all are very much aware of the importance of that to our state. The Educational Reform Act should be heralded as a source of pride to us because of what it has done for us, the fact that we were first in the nation really to address, comprehensively address educational needs and to accept that challenge. But I think most important is the fact that we have proven some thing to ourselves. We have proven that when we decide we want to do something even as difficult as taking on the task of redirecting, changing, challenging people because of education that we are prepared to show that under the leadership of Dr. Boyd and the State Board and the school people around the State that that has made a significant impact on what is happening in this State.

Referring to the fact that Mississippi led the nation last year in teacher pay increase, we also proudly point to the fact that we have accepted the challenge to let the State Department Governor's office, other interested and vital programs of that to make Mississippi a totally literate State. I think that is an incredible commitment; I think it is a chief question in terms of productivity and access to success. I think the announcement last week concerning bringing Right to Read into all the elementary schools of this State demonstrates first of all that commitment; second the cooperation amongst State leadership to do good things for kids and for citizens.

In all the positive things I cannot pass up the opportunity to express to you what your colleagues and others here today, what I feel like is a problem or a challenge we have in this Nation. First of all, Mississippi's educational needs are reflective of the rest of the Nation. I do not mean to single us out and say we are any different. If we solve problems in this state the solutions are applicable all across this Nation. I think Mississippi indeed has placed the Nation's needs in that area. One point we need to make, I think we need to make is to say that many of the problems which education is blamed with and problems pointed out are not simply education problems. I wish they were that simple. I feel very strongly that they are society problems with what is greater, sense of urgency than simply have education deficiencies. I personally feel that right

now the schools of the nation are not performing as well. That puts the United States vs. Mississippi in a competitive advantage when we look at the rest of the world in the global competitive society, a much greater society or certainly economy to look at. I think the urgency of that situation has been well pointed out by people like Ross Perrault and a number of other people who have addressed that situation. Perry Buckles to name another, Dave Thomas and others. And I do not think they are wrong in their assessment. There is a sense of urgency and crisis in improving education in this country. I think if we are going to do that we need to understand that simply spending more money and to do some of the same things that we are doing now are not answers. There are no quick fixes and no political answers. I know we cannot tell people that 2 years from now we are going to be able to make America's schools the best in the world and give our kids, universally give our kids the credited advantages they need. We are not going to be able to do that. I think the challenge and the crisis, attitudes surrounding that challenge is that we do not start today and continue to compete options for improvement and I think the committee must address the need for that change and also how change occurs. We are not going to be pleased. We are not going to mandate. We are not going to overnight change practices. We have to very carefully weigh our options in that need to start up again family participation in their schools, community participation in their schools, staff participation in their schools so that there is a pride of ownership, a sense of commitment to do that, and Senator, I believe one of the most perilous threats that we have to our educational reform are these; economic competitive and economic competitiveness is second rate to quality of education. Simply stated, we have got to change that.

Finally, I would like to say the change that we are going to have to deal with is the basis of education. We must undergo basic and radical change, how we teach, what we teach, how we deliver instruction, how we organize schools for success and I would like to again commend you and also welcome the opportunity to present, again reflect on these challenges.

[The prepared statement of Dr. Ray follows:]

PREPARED STATEMENT OF OLON E. RAY

Mr. Chairman and committee members, I am Olon Ray, Special Assistant to the Governor for Education. I welcome you to Jackson. It is a pleasure for me to have this opportunity to share my thoughts and concerns with you.

Mississippi is proud of being the first state in the nation to adopt an encompassing education reform act. We are even more pleased that the Education Reform Act of 1982 has served as a model for a number of states and has significantly contributed to the improvement of Mississippi's educational program.

Full funding of the Education Reform Act in succeeding legislative sessions has resulted in kindergartens becoming available to all children of the State and has provided teacher assistants for the lower elementary grades. New procedures for school accreditation, teacher certification, staff development, and teacher evaluation have been developed and employed. Academic achievement, as reflected by stardardized tests, has shown a steady rise. The development and implementation of a compulsory attendance program show promise in dealing with the State's tragically high dropout rate. Mississippi's experience with education reform clearly demonstrates that the State has both the commitment and the ability to bring about desired change.

Mississippi's education reform act and others across the nation have addressed a number of important educational needs, but they have in no way produced the sweeping changes required for the success of our people and our country. Mississippi students, along with those across the nation, continue to perform academically at a level which places the United States at a competitive disadvantage in a global economy.

Mississippi's educational deficiencies are characteristic of those of the rest of the nation. Global competitiveness, the knowledge explosion, and the

technological revolution combine to create an increasing demand for more and better educational opportunities for all Americans. Today's schools are not able to meet that challenge.

Educational problems are reflective of a much greater societal problem; therefore, educators should not receive total blame for education's problems, nor can educators alone be expected to correct the ills of education. The American people are being outworked and outproduced by a number of other countries. We must re-examine our work ethic and our commitment to excellence. The same problems and needs exist for the workplace and for the schools. If we are to be competitive with the world's best, we must work harder, be more disciplined, be more goal-oriented, and be committed to long term solutions. These needs exist throughout our society and are not peculiar to our schools.

The present educational programs are not adequate to meet the needs of our nation. First, the quality of programs is unacceptable. Second, there are too many people who fail to receive even basic educational benefits. Consider the nation's dropout and illiteracy problems. The future economic success of America will depend on the educational competency of our entire population. We will not be able to isolate the effects of the failure of a large segment of our people.

It is now time to create a new generation of schools which are designed to academically challenge all students. Our educational systems must undergo basic and radical change. We must change the way we teach, much of what we teach, and how we administratively organize school. We must radically change the basis of education. More money to support present practices is not the answer. I believe it to be unwise to continue to attempt to simply repair a system which really does not work.

It is my considered opinion that the new generation of schools required to bring personal success to our people and economic security to our nation can be best achieved through the creation of a network of model schools. We can bring together committed leadership, financial resources, the best instructional strategies, the best use of technology, and the best administrative structures to create demonstration centers. Great emphasis will be placed on student learning outcomes, but great latitude will be given these model centers to assure staff and community creativity and program ownership. These model schools will be used as demonstration centers for other schools and for schools of education in our universities.

School improvement of the type and magnitude required will be realized only through a time-consuming growth process. Mandates which require overnight restructuring, instructional changes, teacher testing or other short-sighted "political cures" serve only to delay implementation of meaningful solutions.

Although considerable educational progress has been achieved in Mississippi and many other areas of the nation within the past few years, we have yet to address the most important changes which must be made. There are no easy answers nor any quick remedies. Basic and radical change is required in order for America's educational systems to be globally competitive.

Senator COCHRAN. Thank you very much for your profound statement. Let us now hear from Dr. Joe Ross, our State Board of Education Chairman. Welcome, Dr. Ross.

Dr. Ross. Thank you, Senator Cochran for allowing me to also bring testimony. My testimony is going to be a little bit more specific about part of the Education Reform Act and a summary about where we have come since 1982.

The Education Reform Act put together many new ideas and concepts and philosophies to make some change in the future of education. Certainly, as Dr. Ray said, this is not going to come in one, two or three years but it certainly should come in less than a generation. We are already seeing some change, maiden change we believe will take place as the years pass and as children who are entering the school system now and in the last 4 years will become leaders in our State. Because of the part of the educational format we are no longer nationally ashamed to talk about education in Mississippi. It may well be that we are behind in some things but we are making progress and that progress is being noticed and I will just make some points about some of those projects

Early childhood education, of course, is being talked about lot now. Mississippi was late in getting into early childhood education except for the years and years of Headstart but we now have a kindergarten program that we feel is second to none. We have put together some ideas about kindergarten teaching concepts that not all States use. This is a program of learning around training centers or learning centers and it is not just to teach how to read and write, although that takes place, but to develop children at this age so that they will be able to learn and to compete in the coming years. One of the early childhood programs that really not much has been said about outside of Mississippi except that we have given examples, is our teacher assistant program which actually came before the Educational Reform Act. The most important part about this is it puts in K through 3 two adults in a teaching situation in a classroom. This gives a ratio of about one to 15. There may well be no better ratio than that but in this country and we really believe that this is going to pay dividends. In fact, we think we have seen tests already to show that the teacher assistant programs shows dividends.

Teacher and administrative development is also a part of the format. We are attaching that too in place, staff development a whole new idea of teacher continued training was presented so that it is a need already in the school district system. It is required to continue certification for all the teachers have to be a part of this. It may need some changes and we will be looking at that.

The School Executive Management Institute is how we train our administrators. Prior to the format there was no training for administrators specifically. Now we have a regular system of training existing and new school administrators so that they do not just have to learn on their own or just get in without a hold as they can. This is a very excellent program and we feel it has helped the administrative.

Another part of the format that is certainly important is the statewide curriculum and this basically assures that all students are taught the same curriculum throughout the State. There is

many ways that we assure this through some testing but this is an important part also.

Accountability is a word that we hear about from Washington down to local states and local counties. We have many ways to measure accountability in Mississippi. We are doing it as far as students are concerned, as schools concerned and it is basically an accepted program in which the testing in our 3/5/8 and this really measures those teaching skills that we in Mississippi think are important. It allows us to compare schools, even to compare teaches and to compare districts. The Functional Literacy Exam has received a lot of popularity, a lot of notoriety, I do not know if popularity is the word, but it does assure that a student who graduates from a school in Mississippi can at least fill out a checkbook or read a newspaper and write a simple paragraph and we found in our years of developing that when it was taken seriously it worked and we believe that this is going to make sure the students can live a normal active life when they graduate from our schools in Mississippi. We also give another test called Home Reference Test in four, six and eight which measures us with other States in the country so we can compare what we are doing in Mississippi with other States.

Probably the most important tool coming out of the format to assure all of these things that I have talked about take place is the Performance Based Accreditation. It is a complicated—maybe too complicated in times mechanism where we measure what is going on in schools. The State Board of Education is extremely interested in moving that from too much process to more performance. We do have performance indicators now and we have schools on probation who have not met those performance indicators.

Certification of teachers has been improved and up-graded through the format. It is not just everyone can become a teacher and this will upgrade the quality of education. Another one of our accountability measures is our report card school districts in which we provide the school districts a whole list of things about themselves so that the public can know what is going on in that school district. There are many other parts of the format and what is probably the most exciting to us, although these last 5 years the Board has been very concerned about, putting into place the format. We now have everything in place or approximately in place and we are beginning to add to the educational end of those things that are important and those new ideas that are going beyond the format.

We again thank you for the opportunity for our testimony today.

[The prepared statement of Dr. Ross follows:]

PREPARED STATEMENT OF DR. JOE M. ROSS, JR.

For education in Mississippi, the future is now. Since the passage of the Education Reform Act in 1982, hundreds of ideas, concepts, and philosophies have been molded into new, innovative programs. Almost without exception, these programs are now in place; the waiting is over.

Our future, the class of 2001, is in kindergarten now. Our future educators, business leaders, doctors, parents, political leaders are in school now. We are no longer willing to wait for excellence.

Mississippi has not received the credit we deserve for our education reforms. Other states, many borrowing on what was started here, have taken the limelight away from Mississippi. We can't claim to be the near the top yet; however, the progress we've made since 1982 is significant.

Change takes time, but initial results from our new programs show that we are making progress. We are getting better. It will be the turn of the century before we know for sure how well we've done. But we do know that what is being done now will make for a better future.

Kindergarten is not new to this country, but we believe Mississippi's kindergarten program is unique. Kindergartens are full-day programs in Mississippi and are not mini-versions of first grade.

Our kindergarten curriculum has a strong base in early childhood education research. It is not designed to teach kindergartners how to read and write, although many do learn these skills. It is designed to prepare them for future instruction, give them the confidence they need to perform well in school, to provide them with an opportunity to gain social skills, and more. We believe our kindergarten program is the best in this nation.

The assistant teacher program places an assistant teacher in classrooms in grades K-3. Combined with a limited class size, it gives Mississippi probably the lowest instructor/pupil ratio in the country in these grades.

Through the continued work of our teacher/assistant teacher teams, we expect to accelerate the achievement of Mississippi students above the national average, we expect to reduce the percentage of pupils retained in the primary grades, and we expect to decrease the student dropout rate in later grades.

The Education Reform Act targeted staff development as one key to long-term, positive change in Mississippi Schools. Each year, school districts across the state assess their needs for improvement, set goals, and then plan a program of staff development activities for achieving those goals.

Prior to 1982 no management training was provided to those charged with running our schools. The School Executive Management Institute was created to meet this glaring need. Through it, over 2,500 school administrators are trained each year.

Several years ago, we began developing and implementing a core curriculum. Mississippi classroom teachers and university faculty members were assembled to help identify the basic skills needed for mastery in each subject area.

Much of this curriculum is now in place. It is scheduled to be fully implemented in grades K-12 in 1992. The core curriculum's implementation parallels the statewide textbook adoption schedule.

With the implementation of a statewide core curriculum, Mississippi students now have a program designed to assure them of access to the same material regardless of where they attend school.

Statewide testing first began in Mississippi in 1975. Today the program has three portions: the Basic Skills Assessment Program, the Functional Literacy Exam, and the Stanford Achievement Test. Both the BSAP and FLE tests are designed for Mississippi's curriculum and help us to identify how well students are doing on skills we have incorporated into the curriculum. Since both tests are unique to the state, no comparison to other states may be made based upon results of the BSAP or FLE. The Stanford Achievement Test is given nationally and allows us to compare the performance of Mississippi students with those across the country.

Mississippi is the national leader in developing and implementing a performance-based accreditation program. We began work on this in 1983 when we assembled experts from across the country to assist us in designing our new accreditation system.

The system is designed to identify school districts by levels of performance. A key to the new method is that all enforcement functions in the SDE have been unified and goals have been established for school districts to achieve.

Since 1982, new standards have been developed that regulate entry into the teaching profession by requiring each applicant to demonstrate his/her academic ability. This is accomplished by requiring students to pass a test and maintain certain academic standards in college before they are admitted to schools of education in the state.

Annually, we issue a comprehensive report on the status of each school district in the state. We believe we are a national leader in this phase of accountablity. The School District Profiles include demographic information about the communities in which our schools are located, in addition to detailed reports on how well our schools are performing. The profiles include the district's accreditation status, graduation rate, tax base and financial information, student performance, teacher data, student post-graduation plans, and a multitude of other items.
One of our brightest stars is the Mississippi Continuum Project in the special services area. It is designed to give assistance to students who are at risk or in danger of failing or dropping out.

The idea is to keep the student in his/her regular classroom whenever possible and to creatively use the talents and resources available to the child in that school.

Results from our pilot projects show almost 70 percent of those students who were referred to the TEAM had their problems resolved in the regular classroom. Equally as exciting, the results show fewer referrals to special education in pilot schools. Perhaps the best news, however, is a 26 percent decrease in the failure/retention rate in those schools in the continuum projects.

Mississippi is blessed with extensive vocational-technical training programs on the secondary and post-secondary levels. As the needs of society have changed, these programs have adapted. We are training students now to meet the needs of Mississippi in the future.

Five Regional Service Officers serve as the liaison between school districts and the SDE. They are responsible for communication and technical assistance to school districts located in their assigned area.

The RSOs play a lead role in assisting school districts in finding answers to questions, solving problems, sharing ideas with other districts, and planning for and implementing SDE policies and programs.

Schools in Mississippi are using the latest technology. Throughout the state, computers are utilized for instruction. Most often, they are found in elementary grades for reading, mathematics, and language arts, and on the secondary level for computer literacy and in programming courses. The state also owns a mobile computer laboratory which is used extensively in training.

The Mississippi EdLink Project consists of 52 school districts and the State Department of Education. It is the second of its kind in the nation and links local superintendents with various bureaus and staff members in the SDE.

The Mississippi School for Math and Science is the nation's fourth state-supported residential high school for academically able students. Located on the campus of Mississippi University for Women in Columbus, the school is open to students in the 11th and 12th grades.

As the school's name implies, the curriculum emphasizes mathematics and science instruction. However, students at the MSMS also receive a strong program in English, social science, foreign language, computer science, art, music, and physical education. Research, writing, and computer usage are emphasized across the curriculum.

Students will graduate with at least 25 units of study and will be prepared for a rigorous college or university program. In fact, the class schedule resembling the Monday-Wednesday-Friday or Tuesday-Thursday schedule used in college.

Through the Mississippi School for Math and Science, some of the best young minds in the state are being prepared to become leaders in the world's science and mathematics communities.

There is no way to mention all of the changes we've made in education in Mississippi over the past few years. They have been substantial. The progress we have made is remarkable, but there is much that remains to be done.

Even as we implement the final touches of the Education Reform Act of 1982, we continue to make further reforms. In this second wave of education reform, Mississippi once again plans to be in the front.

Senator COCHRAN. Thank you very much Mr. Ross. We appreciate your giving us an overview of our educational performance efforts in Mississippi. I think the testimony we have heard from the panel is an excellent way to start our hearing, getting a general impression of what our interests are and our progress in Mississippi. I think our committee has been given a good outline on the environment in which we are now examining some of the Federal assistance programs. I think it is interesting to see the attention being paid at the Washington level to education and to the effort to attract attention that we need to involve the entire community and the entire Nation in this. Dr. Ray expressed the hope of seeing parents and patrons of school districts becoming more personally involved, paying attention to what their children are doing, what the teachers are doing, what their educational officials are doing and helping to insure the effectiveness of our education effort. I think President Bush made that appeal in his inaugural address. I remember sitting and listening to his statement that everyone should become more actively involved in the education effort and I think that certainly is important here in Mississippi and throughout the country. In that connection, I was wondering what your reaction is to the suggestion that we try to emphasize performance and encourage excellence not only in the performance of students but also in the achievements of teachers. We are required to do a better job following up with the examinations and testings to be sure that we are achieving some results. You mentioned the report card system, Dr. Ross, how does that work in terms of what happens after that? When you get a report card what do you do with the result? Do you act as an administrative official or education official?

Dr. ROSS. What we have had, was one set of report cards that we sat with them. We are in the second year of that and what we did, we just mailed them to the local district before we made them public. They had opportunity to look at them so they could respond and then of course they were made public. We do not have any control there as to see what is going to happen. We feel like when the public knows what is happening in their school system they are going to be more responsive to the local district need. I tell you the State Board of Education is extremely interested in testing the students has an objective measurable outcome and then measuring the school district based on that. What we really hope to have in the near future is a system where we can reward students, teachers and entire districts who are performing at what we will call level five excellence, and they will not have to go through so much processing and so we really would like for them to not have to if we can find a way to leave them out. Looking at report cards may be one less way, maybe ones with students in school most of the time, so other than those who just test.

Senator COCHRAN. Dr. Boyd mentioned certain school districts to be placed on probation. How did your office assist in implementing plans for improvement of schools to get those school districts off probation? What happened after that?

Dr. BOYD. Well you used exactly the term that we used, a plan of improvement. One of the stipulations is that when you are placed on probation we furnish with some money that we have, we furnished the programs, many of them from higher education but also

some of them from other groups and good people in high performing school districts to-wit, ask consultants to work with them and ask them what do you think the needs are and what do you think we need to do to improve. Each one of those school districts then had to file a plan of improvement say over the next 6 months, 1 year, 2 years, various time wise states on there, this is what we will do and so we are in the process right now of monitoring that and doing that. We have a foundation, we feel like a foundation that I can approve and they have given us some money now to help those 17 school districts carry out their program of improvement, so we are mid-streaming all of that and will be able to tell you better probably one year from now how this is working.

Senator COCHRAN. We are specifically looking today at the Chapter One program. I think for the record it might be good to have some impressions from this panel as to the importance of that program in a State like Mississippi. Dr. Ray, I know you are very experienced as an administrator in our school system. Can you give your assessment of that program in terms of its importance to education efforts in Mississippi?

Dr. RAY. Briefly stated, it is critical to this State. More importantly and personally I think it is critical to the educational wellbeing of a significant portion of our students normally. The kind of things that happen there we could not on a local instance state. We simply do not have the resources to do it. This is kids who need hope and who need academic assistance and who need special support. That is our major source to turn to in order to get to do that and what, I think what we are talking about there is individual kids individual circumstances where I know that their lives have been changed some. They have been given the hope which they see, they have been given academic assistance that they would not otherwise have an opportunity and access to. They would have gotten lost in the shuffle or sent out and gotten sidetracked in the process. On that issue the problem with that is similar to some things I said, the general statement I hope the thing that runs in my testimony is we read all about the views from certain local as to the best application for those funds. I haven't yet tracked down the money. There has to be some direction and focus of that funding in the front office of that. It is real important for the local schools again and staff and the community and families responsibly be able to have some voice in directing how that can best be used to serve. Most of them know that their needs, yet because of joblessness or because of for somebody to turn to a trivial hair splitting kind of ruling and policies and not be able to deliver this so I think the Federal Government has called on what state people normally themselves do, and that is to use great latitude. The great voice is recorded by the people. It is a powerful contributing factor on this thing for us.

Senator COCHRAN. I wonder if there are any different opinions among the panel on the serving of Chapter I funding. I am interested in some figures here, and we will put these in the record just to have a full statement about the appropriation situation for Chapter I. We have seen some increases in level of funding even in the budget request from the administration for Chapter I programs. There is an emphasis there and I wonder whether or not you think

that is justified. Is there an important need that continues to exist for additional funding of that program? Dr. Boyd, why don't you elaborate?

Dr. BOYD. Senator Cochran, there is that need. It is not particularly indeed that we should. We really have, in the battle against inflation, we probably have lost ground in the last decade or so and maybe longer than that in terms of Chapter I funding and in a lot of the States, lots of communities, unlike we, totally before the beginning said our problems here are probably not unique. If there is anything different about Mississippi in a lot of States there are many, many schools that are not titled Chapter I schools. In Mississippi that is pretty correct that every school is a Chapter I school. And I simply would echo one thing that Dr. Ray said and that has to do with the graduates. I read that President Bush has made that a hallmark of his education platform to try to make educators more wholly accountable so still there has to be obviously minimal for graduation. One of the things that I think we will find frustrates local people and then we at the state level try to monitor the local programs is that we are dealing with a student who is Chapter I who is handicapped, who is this or that or whatever. The only question is to try to figure out what portion of the day or during what day and try to avoid violating the guidelines as to how the resources are to be used. And so it just seems to be a great amount of thought nationally. The pool of resources we do the best job we can by pooling them instead of fighting and I think we can do that and working that kind of way, a little of that sort of thing would help.

Senator COCHRAN. I appreciate having that impression. I was looking for these figures so you will know what is being proposed this year for this program. I have a copy of the testimony that was given by the Secretary of Education on the subject of the President's budget request for the fiscal year 1990 that begins in October this year. It will have a lot to do with next school year's activities. I am going to read a part of President Reagan's proposed budget.

"Some 5.8 billion elementary and secondary school children receive Chapter I compensatory education services. The request of $4.7 billion for this program includes an increase of over $151 million. Within this total, President Reagan proposed $263 million for concentration grants, an increase of over $90 million, more than 50 percent to target Chapter I funds more intensively to areas of greatest need. The proposal would also continue two new programs under Chapter I, Even Start, to help Chapter I parents to do better in their role as their child's teacher and capital expenses to help finance equitable facilities for providing Chapter I services to disadvantaged children who attend private schools." That is the part that affects Chapter I and our State could end up benefiting if this in fact were included in the budget level recently approved by Congress. That is the next step. We do not know whether it is going to actually go to that level. Reaching that will have a lot to do with the kind of leeway we have in the Appropriations Committee for providing those funds. I am hopeful that we can seek a generous outfitting of funds for the Chapter I program and for our Star Schools program too.

Let me thank you for being here. You have contributed a great deal to our hearings in Mississippi. Our congratulations for the job that you are doing here in our state and thank you for your help as we go through the program in the legislative processes here. Thank you very much.

Before we continue with our next panel of witnesses let me introduce some other members of our team this morning who are here in Mississippi to conduct these hearings. From my staff we have Anne Cherry from Meridian, MS originally. Anne is on my staff in Washington and works almost exclusively on education issues with this subcommittee and does a wonderful job. She is largely responsible for the arranging of operations with the State officials and other committee staff and putting the hearing together. We appreciate her efforts and work.

Also, James Davis. James would you stand? Mr. Davis is a member of my staff and works in the Jackson office. He is a specialist in education matters and is a former teacher. I am very happy to have him work on this with us.

Lynne Moten is also here today but I do not see her in the room right now.

Bill LaForge is here. Bill, will you stand up? Bill LaForge is my Chief of Staff in my Washington Office and his father is a college professor. He is closely connected with education matters also.

Let me now request that our next panel come forward. This panel includes Dr. James E. Wall, Associate Dean for Research and Development, Mississippi State University, Mississippi State, MS, Jody Jaeger, Executive Director, Mississippi Educational Television, Jackson, MS, Dr. Robert A. Young Director, Star Schools Program Center for Public Service and Continuing Studies, University of Mississippi, University, MS, Albert Moore, Student, Houlka High School, Houlka, MS.

We welcome you to our hearing and thank you for being here today. You have statements which are part of the record now and I would like to urge you to proceed with your comments to the committee. Dr. Wall, we will start with you.

STATEMENT OF DR. JAMES E. WALL, ASSOCIATE DEAN FOR RESEARCH AND DEVELOPMENT, MISSISSIPPI STATE UNIVERSITY, MISSISSIPPI STATE, MS; JODY JAEGER, EXECUTIVE DIRECTOR, MISSISSIPPI EDUCATIONAL TELEVISION, JACKSON, MS; AND ALBERT MOORE, STUDENT, HOULKA HIGH SCHOOL, HOULKA, MS

Dr. WALL. Thank you, Senator Cochran. At the outset here I would like to state that we in Mississippi are extremely grateful for this field hearing. It presents us with an occasion to tell about how an educational technology concept is being applied in various settings in our State to demonstrate its potential for impacting hard-to-reach schools, their students, and their teachers. And I would like to emphasize the direction of the school teachers of technology schools as well as the staff calls for they want to use some teachers. This educational technology concept is referred to as satellite delivered instruction and is only one aspect of "Distance Learning". Satellite instruction, much like other similar innova-

tions, will tend to fade without practical applications. Now this is what we are trying to do, is show it's impact on education. We appreciate Star Schools legislation, the funds provided by the U.S. Congress, and the resulting opportunities to apply satellite delivered instruction so that we can discover some of the concerns, some of the possibilities and potential, and above all, to eliminate some of the confusion that has followed in the wake of this educational delivery system.

As intended by the U.S. Congress, the Star Schools program created multistate partnerships for the purpose of using telecommunications to serve a "significant number of Chapter and/or Indian schools". Proposals for Star Schools projects were solicited by the U.S. Department of Education in early 1988. Four winning proposals were selected from the 68 that were selected from and were submitted. The TI-IN United Star Network was one of these four partnerships, along with—and you will hear from these later—the Southern Educational Regional Consortium, Inc. (SERCI), the Midlands Consortium and the Technical Education Resource Center [TERC]. Three of these partnerships currently have representatives operating in Mississippi: TI-IN, SERCI, and Midlands, as you have indicated. The apparent reason for this is that Mississippi has a large percentage of Chapter I schools. A large percentage of its enrollment are Chapter I eligible. Also some public agencies and entities were eager to try innovative ideas and technologies; namely, Mississippi State University, University of Mississippi, and Mississippi Educational Television.

TI-IN United Star Network (and I will refer to it herein after as TI-IN), is one for the Star Schools partnerships demonstrating the efficacy of satellite delivered instruction in Mississippi. It operates out of Mississippi State University. Other partners in TI-IN are: (1) The University of Alabama at Tuscaloosa; (2) California State University at Chico; (3) Western Illinois University at Macomb along with the Illinois State Board of Education; (4) North Carolina State Department of Public Instruction at Raleigh; (5) Texas Education Agency, Region 20 Education Service Center in San Antonio; (6) TI-IN Network, Inc., which is a private commercial company that is doing work in this area, and of course Mississippi State, so there are seven or eight different partners in this particular consortium.

TI-IN at the present time has installed in 33 different schools in Mississippi as downsites this first year. Twenty-five more of these schools have been selected to become downsites in year two. All of these schools were selected through an agency that we have operating in this state known as PREPS, Programs for Research and Evaluation in Public Schools. PREPS has been operating in this state as an innovative organization since 1976 to perform education evaluation and research in the public schools and it is headquartered at Mississippi State and it currently has some 33 of the 154 school districts in Mississippi as members. It is in those school districts where our downsites will be located. Now all together TI-IN will have 244 downsites in Chapter and Indian schools in some 16 different States, so our consortium is quite wide spread. Each school has received satellite equipment valued at about $15,000 through the Star Schools program. The primary purpose of our partnership is to provide live, interaction satellite-based instruc-

tional programs to our downsite schools. These instructional programs are of two types: direct student instruction in various K–12 courses and (2) staff development instruction for teachers and other educational personnel. So we are a two prong approach here and it is absolutely necessary that this be done. The intent is to meet the needs in Chapter I and Bureau of Indian Affair schools in the critical subjects of mathematics, foreign languages and science. TI-IN United Star Network received approximately $5.6 million award from the Star School program to meet these objectives. In addition to the equipment placed in downsite schools, TI-IN has expanded programming in both direct student instruction and teacher inservice courses TI-IN Network, Inc., one of the partners of the TI-IN United Star Network, offers a comprehensive array of high-quality programs in science, mathematics and foreign languages. That entity has been operating for about 5 years and has some 580 downsites to which it is being aired.

In California, TI-IN is supporting a program directed toward beginning teachers as they start the first year of what many hope is a long and successful career in teaching. In Alabama, TI-IN is supporting the Bio Prep program, which is direct instruction to students in isolated schools who have evidenced interest in science, medicine, or engineering. Similar programs are offered by the other TI-IN partners.

Here in Mississippi, our work in TI-IN is focused primarily on staff development. Mississippi State University, because of its strengths in various areas of science and engineering, has four teacher inservice courses or institutes under development.

The first of these courses is a Junior High Science Teacher Institute. This course closely follows Mississippi's goals for teaching science which came to light as a result of the Mississippi Education Reform movement which was described a few minutes ago by the other panel. This institute will improve the junior high school science teacher's ability to present young students with a basic knowledge of life, physical, and earth-space science concepts and processes. The key at this particular level of instruction is to make science interesting, to pique the interest of the youngsters about the world of science and to show the practical application of science research and knowledge. So many people get the urge to spin off of our space science program and yet we look at daily applications as the key to wide spread science literally. The Junior High Science Teacher Institute will air its first broadcast from 3:45 p.m. to 7:00 p.m. on October the 4th this year, which means the teachers are going to have to stay after school to get it.

The second course being prepared is in Earth Sciences. It is a comprehensive study of the physical aspects of the earth, including geology, geophysics, oceanography, earth history, fossils, and the atmospheric and space sciences. Earth sciences is aimed at secondary science students also.

The third course is Theory of Equations. This mathematics course for secondary science teachers provides background and advanced material for algebra courses as well as pre-calculus and calculus courses.

The fourth course is Demonstrations and Concepts for Physics Teachers. Focused on secondary school teachers, this physics course

will improve their ability to teach concepts, problem-solving techniques, and processes. And emphasize problem solving techniques because this is something that can carry over into other areas other than just physics. The course will emphasize hands-on, guided-discovery physics teaching.

All of these courses will be offered for staff development, for credit toward a degree, or for certification of teachers.

Visions for the future in the Star Schools program offer vast possibilities and potential for accelerating our pace of learning in science, mathematics, and foreign languages. Untapped thus far is its potential for teaching, and even remediating,the basic skills, such as writing. We have heard it described here all they need with regard to Chapter One and yet we are barely touching some of those who need remediating worse or most. The past 20 years of work of the National Writing Project have revealed excellent data on how to teach writing across the curriculum, every teacher teaching writing. The key to moving these teaching techniques into all classrooms involves intricate networks and strategies for inservicing teachers at all levels and in all content areas. It is our consensus that satellite delivered instruction is a strategy whose time has come in getting writing-for-thinking into all classrooms. And, if the Star Schools program can accelerate the spread of a complex set of skills like writing it will have proven itself to be very cost effective, we feel.

I appreciate this opportunity Senator Cochran, to speak to you about the Star Schools program in Mississippi.

[The prepared statement of Dr. Wall follows:]

PREPARED STATEMENT OF DR. JAMES WALL 1

TI-IN United Star Network: A Star Schools Program in Mississippi

At the outset, it should be stated that we in Mississippi are extremely grateful for this field hearing. It presents us with an occasion to tell about how an educational technology concept is being applied in various settings in our state to demonstrate its potential for impacting hard-to-reach schools, their students, and their teachers. This educational technology concept is referred to as satellite delivered instruction and is only one aspect of "distance learning". Satellite instruction, much like other similar innovations, will tend to fade without practical applications. We appreciate Star Schools legislation, the funds provided by the United States Congress, and the resulting opportunities to apply satellite delivered instruction so we can discover concerns, possibilities and potential, and above all, eliminate some of the confusion that has followed in the wake of this educational delivery system.

As intended by the U.S. Congress, the Star Schools program created multi-state partnerships for the purpose of using telecommunications to serve a "significant number of Chapter I and/or Indian schools". Proposals for Star Schools projects were solicited by the U.S. Department of Education in early 1988. Four winning proposals were selected from the sixty-eight that were submitted. TI-IN United Star Network was one of these four partnerships, along with (1) Southern Educational Regional Consortium, Inc. (SERCI), (2) the Midlands Consortium,

and (3) Technical Education Resource Center (TERC). Three of these partnerships currently have representatives operating in Mississippi: TI-IN, SERCI, and Midlands. The apparent reason for this is that Mississippi has a large percentage of Chapter I schools. Also some public agencies and entities were eager to try innovative ideas and technologies; namely, Mississippi State University, University of Mississippi, and Mississippi Educational Television.

TI-IN United Star Network (hereinafter referred to as TI-IN), then, is one of four Star Schools partnerships demonstrating the efficacy of satellite delivered instruction in Mississippi. It operates out of Mississippi State University. Other partners in TI-IN are: (1) The University of Alabama at Tuscaloosa; (2) California State University at Chico; (3) Western Illinois University at Macomb along with the Illinois State Board of Education; (4) North Carolina State Department of Public Instruction at Raleigh; (5) Texas Education Agency, Region 20 Education Service Center in San Antonio; (6) TI-IN Network, Inc.; and of course, (7) Mississippi State University.

TI-IN has installed downsites in 33 schools in Mississippi this first year and 25 more schools have been selected to become downsites in year two. All together TI-IN will have 244 downsites in Chapter I and Indian schools in some 16 different states. Each school has received satellite equipment valued at about $15,000 through the Star Schools program.

The primary purpose of our partnership is to provide live, interactive satellite-based instructional programs to our downsite schools. These instructional programs are of two types: (direct student instruction in various K-12 courses and (2) staff development instruction for teachers and other education personnel. The intent is to meet the needs in Chapter I and Bureau of Indian Affairs schools in the critical subjects of mathematics, foreign languages, and science. TI-IN United Star Network received a $5.6 million award from the Star Schools program to meet these objectives. In addition to the equipment placed in downsite schools, TI-IN has expanded programming in both direct student instruction and teacher inservice courses. TI-IN Network, Inc., one of the partners of the TI-IN United Star Network, offers a comprehensive array of high-quality programs in science, mathematics, and foreign languages.

In California, TI-IN is supporting a program directed toward beginning teachers as they start the first year of what many hope is a long and successful career in teaching. In Alabama, TI-IN is supporting the Bio-Prep program, which is direct instruction to students in isolated schools who have evidenced interest in science, medicine, or engineering. Similar programs are offered by the other TI-IN partners.

Here in Mississippi, our work in TI-IN is focused primarily on staff development. Mississippi State University, because of

its strengths in various areas of science and engineering, has four teacher inservice courses or institutes under development.

The first is a Junior High Science Teacher Institute. This course closely follows Mississippi's goals for teaching science. It will improve the junior high school science teacher's ability to present young students with a basic knowledge of life, physical, and earth-space science concepts and processes. The key at this level is to make science interesting, to pique the interest of youngsters about the world of science, and to show the practical applications of science research and knowledge. The Junior High Science Teacher Institute will air its first broadcast from 3:45 p.m. to 7:00 p.m. on October 4, 1989.

The second course being prepared is in Earth Sciences. It is a comprehensive study of the physical aspects of the earth, including geology, geophysics, oceanography, earth history, fossils, and the atmospheric and space sciences. Elements of paleontology and geologic history also will be included. Earth Sciences is aimed at secondary science teachers.

The third course is Theory of Equations. This mathematics course for secondary school teachers provides background and advanced material for algebra courses as well as precalculus and calculus courses.

The fourth course is Demonstrations and Concepts for Physics Teachers. Focused on secondary school teachers, this physics

course will improve their ability to teach concepts, problem-solving techniques, and processes. The course will emphasize hands-on, guided-discovery physics teaching.

All of these courses will be offered for staff development, for credit toward a degree, or for certification of teachers.

Visions for the future in the Star Schools program offer vast possibilities and potential for accelerating our pace of learning in science, mathematics, and foreign languages. Untapped thusfar is its potential for teaching, and even remediating, the basic skills, such as writing. The past 20 years of work of the National Writing Project have revealed excellent data on how to teach writing across the curriculum. The key to moving these teaching techniques into all classrooms involves intricate networks and strategies for inservicing teachers at all levels and in all content areas. It is our consensus that satellite delivered instruction is a strategy whose time has come in getting writing-for-thinking into all classrooms. And, if the Star Schools program can accelerate the spread of a complex set of skills like writing, it will have proven itself to be cost effective.

Thank you for this opportunity to speak for the Star Schools program in Mississippi.

Senator COCHRAN. Thank you for your excellent description of this program. I think we will go forward and let everyone have an opportunity to make their statement and then we will have an opportunity for specific questions and further discussion.

We will now hear from Mr. Jody Jaeger, Executive Director of Mississippi Educational Television Authority.

Mr. JAEGER. Thank you, Senator, for the opportunity to be here today and for your longstanding friendship to the public and educational broadcasting in Mississippi and across the country.

Each day in the skies above Mississippi signals, educational broadcasting signals are traveling toward the classrooms across the state. We at Educational Television supply basic instruction to your Mississippi school via broadcasting at over 100 hours a week. As of this January, we participate along with the State Department of Education and in conjunction with other consortium in narrow casting of very specialized, advanced curriculum via satellite to a few lucky classrooms in this State under the Star School.

At this very moment, students are taking their seats in electronic classrooms in small town in Mississippi, and joining their classmates from around the country, not just from around the county as it was when we grew up, and engaging in a personal teacher-student relationship that is proving to be very effective. We in the subject this morning are serving generally courses in Probability and Statistics and the introduction to Japanese. If I may I would like to show you the video this morning, a little bit of what is going to be seen down at the studio this morning.

Senator COCHRAN. We surely would like to see that. You have a monitor here that you are going to use for that purpose.

Mr. JAEGER. These will be short clips of two classes, Growing Probability and Statistics and the other is Introduction to Japanese. Gives you a sense of the personal contact that the students are getting, although many schools are being served by the measure.

[Programs viewed.]

Mr. JAEGER. Senator Cochran, I am here to report that the Star Schools program in Mississippi that you helped to create are working. In many ways this committee should consider these students as your own students.

Your students, learning Japanese and advance science and math and many specialized courses that they would otherwise never have the opportunity to take. They are off to a good start because you and your colleagues had the vision and determination to make education a priority.

Your Star Schools legislation is bringing new, previously unattainable learning resources to the State. The program is allowing students to have access to courses that could not be obtained from any other source. Our State's learners do not have to confined by distance or economic circumstance; they can directly participate in a curriculum of vibrant learning opportunities.

Mississippi, with its rural population, restricted finances, many small school districts and history of narrow educational opportunities, has special need of academic services that will cost-effectively assist as many students as possible.

Mississippi now has over 100 electronic classrooms. This is extremely significant in a State that has become used to being last. It is a start. The people of Mississippi, Governor Mabus, and the Legislature have declared their commitment to the goals of increased educational opportunity. The Star Schools Project is helping Mississippi reach beyond the restrictions of the past and move exuberantly into the 21st Century.

We appreciate your continued support of Star Schools and educational broadcasting.

[The prepared statement of Mr. Jaeger follows:]

MISSISSIPPI NETWORK
P.O. Box 1001 • Jackson, Mississippi 39215-1001 • Tel. (601) 982-6378

EXECUTIVE DIRECTOR

PREPARED STATEMENT OF A. JODY YAEGER

I am A. J. Jaeger, The Executive Director of the Mississippi educational broadcasting network. We supply basic televised instruction to Mississippi schools--over 100 hours each week. As of this January, we participate, along with the State Department of Education, in the narrowcast of very specialized, advanced curriculum via satellite to a few lucky classrooms--Star Schools.

At this very moment, students are taking their seats in electronic classrooms in small towns in Mississippi, and joining their classmates from around the country, not just the county. It looks something like this:

(Video taped segment)

Senator Cochran, I am here to report that the Star Schools Program that you have worked hard to create is working in Mississippi. In many ways, this committee should consider these students as your students.

Your students, learning Japanese and advanced science and math and many specialized courses that they would otherwise never have the opportunity to take. They are off to a good start because you and your colleagues had the vision and determination to make education a priority.

Your Star Schools legislation is bringing new, previously unattainable learning resources to the state. The program is allowing students to have access to courses that could not be obtained from any other source. Our state's learners do not have to be confined by distance or economic circumstance; they can directly participate in a curriculum of vibrant learning opportunities.

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We appreciate your continued support of Star Schools and educational broadcasting.

DISTANCE LEARNING SCHOOLS

The following Schools will be able to receive student courses and staff development programs via satellite at the beginning of the 1989-90 school year.

TI-IN United Star Network
Mississippi State University

SCHOOL DISTRICT	SCHOOL
Alcorn County	Alcorn County HS
Alcorn County	Kossuth HS
Bay ST. Louis	Bay St. Louis HS
Choctaw Agency Schools	Choctaw Central
Choctaw Agency Schools	Bogue Chitto Day School
Choctaw Agency Schools	Standing Pine Day School
Choctaw County	Ackerman Elem.
Columbia	Columbia HS
Columbus Municipal Separate	S.D. Lee HS
DeSoto County	DeSoto Central Office
Greenville Schools	Greenville HS
Greenwood Public Schools	Greenwood HS
Greenwood Public Schools	Threadgill School-G.I.F.T.S.
Hattiesburg Public Schools	Hattiesburg HS
Hinds County Schools	Hinds County School District Central Office
Hinds County Schools	Raymond HS
Holly Springs	Holly Springs HS
Jackson City Schools	Bailey Alternative School
Jones County/Laurel Division	West Jones HS
Lauderdale County	West Lauderdale AC
Leflore County	Amanda Elzy HS
Leflore County	Leflore County HS
Louisville	North Wolya
McComb	McComb HS
Meridian Public Schools	Meridian HS
Moss Point	Moss Point HS
Natchez-Adams	Natchez-Adams Vo-Tech
Pascagoula Municipal Separate	Pascagoula HS
Starkville Schools	Starkville HS
Tupelo Schools	Tupelo HS
Vicksburg/Warren Schools	Vicksburg HS
Wilkinson County	Wilkinson County HS
Yazoo City Schools	Yazoo City School District

Midlands Consortium
University of Mississippi

SCHOOL DISTRICT	SCHOOL
Aberdeen Separate	Aberdeen HS
Anguilla Line	Anguilla HS
Baldwyn Separate	Baldwyn HS
Benton County	Ashland HS
Calhoun County	Vardaman HS
Calhoun County	Calhoun City HS
Carroll County	Vaiden HS
Carroll County	J.Z.George HS
Claiborne County	Port Gibson HS
Clarkadale Separate	Clarkadale HS
Clay County	West Clay HS
Cleveland Separate	East Side HS
Cleveland Separate	Eastwood Jr. High
Coahoma Jr. College	Coahoma AHS
Coffeeville Cons.	Coffeeville HS
Corinth Separate	Corinth Jr-Sr HS
Durant Separate	Durant HS
Forrest County AHS	Forrest Co. AHS
Franklin County	Franklin Co. HS
Franklin County	Franklin Upper Elem
Gulfport Separate	Gulfport HS
Hancock County	Hancock N. Central
Houston Separate	Houston HS
Humphreys County]	Humphreys County HS
Indianola	Gentry HS
Kemper County	West Kemper HS
Lafayette County	Lafayette HS
Leake County	Carthage AC
Lee County	Mooreville
Lee County	Shannon HS
Lowndes County	Caledonia HS
Lumberton Line Cons.	Lumberton HS
Lumberton Line Cons.	Lumberton Elem.
Marshall County	H.W. Byars HS
Nettleton Line Cons.	Nettleton HS
New Albany Separate	Daniel HS
North Panola Cons.	North Panola HS
Okolona Separate	Okolona HS
Oxford Separate	Oxford Elem.
Picayune	Picayune HS
Pontotoc City	Pontotoc HS
Quitman County	Quitman County HS
Senatobia Separate	Senatobia HS
Smith County	Taylorsville HS
Smith County	Raleigh HS
South Pike Cons.	South Pike HS
South Tippah	Ripley HS
South Tippah	Blue Mountain
Stone County	Stone HS
Sunflower County	Ruleville Central

Midlands Consortium
University of Mississippi

SCHOOL DISTRICT	SCHOOL
Tate County	Coldwater HS
Tunica County	Rosa Fort HS
Union County	Myrtle AC
Union County	E. Union AC
Union County	West Union HS
Webster County	E. Webster HS
Webster County	Eupora HS
West Bolivar	W. Bolivar HS
West Point	West Point HS
West Tallahatchie	W. Tallahatchie HS
Western Line Cons.	Riverside AC
Western Line Cons.	O'Bannon AC
Winona Separate	Winona HS
Winona Separate	Winona Elem.

Satellite Educational Resources Consortium
ETV and SDE

SCHOOL DISTRICT	SCHOOL
Chickasaw County	Houlka HS
South Panola Schools	South Panola HS
Iuka Schools	Iuka HS
Forrest County Schools	North Forrest HS
Newton Separate Schools	Newton HS
Rankin County Schools	Puckett HS
Sharkey-Issaquena Line Cons.	Rolling Fork HS
Richton Separate Schools	Richton HS
Hazlehurst Separate Schools	Hazlehurst HS
Covington County Schools	Collins HS
Forest Separate Schools	Forest HS
East Jasper Cons. School	Heidelberg HS
Canton Separate Schools	Canton HS
Hollandale Separate Schools	Simmons AC

Local Education Agencies
LEA or Other Funds

School District	School
Lowndes County	New Hope HS
Lowndes County	Motley HS
Choctaw County	Ackerman HS
Choctaw County	Weir HS
Greene County	Greene County HS

MIDLANDS CONSORTIUM
STAR SCHOOLS PROJECT

COURSE OFFERINGS

The following courses are offered for credit through Oklahoma State University for next year.

COURSE	CREDIT
AP American Government	1/2 unit
AP Calculus	1 unit
AP Physics	1 unit
Applied Economics	1/2 unit
German I	1 unit
German II	1 unit
Pre-Calculus:Trig/Analytic Geometry	1 unit
Russian	1 unit
Basic English and Reading	7th & 8th grade
AP Chemistry	1 unit
Spanish I	1 unit (Kansas State University)

For additional information, call or write:

Leigh Walters, Teleconference Programs Coordinator
Oklahoma State University
Arts and Sciences Teleconferencing Service
401 Life Sciences East
Stillwater, OK 74078-0276
(405) 744-7077

SATELLITE EDUCATIONAL RESOURCES CONSORTIUM

COURSE OFFERINGS

The following courses are offered for credit through Satellite Educational Resouces Consortium (SERC), a joint project between Mississippi ETV and the State Department of Education.

COURSE	CREDIT
Japanese I	1 unit
Russian I	1 unit
AP MacroEconomics	1/2 unit
AP MicroEconomics	1/2 unit
Probability and Statistics	1/2 unit
Discrete Math	1/2 unit
Science and Math Enrichment	no credit

For additional information, call or write:

A. J. (Jody) Jaeger, Executive Director
Mississippi Authority for Educational Television
P. O. Box 1101
Jackson, MS 39215-1101
(601) 982-6565

or

Pat Teske, Instructional Technology Coordinator
Bureau of Instructional Services
P. O. Box 771
Walter Sillers, Suite 604
Jackson, MS 39205
(601) 359-3778

SATELLITE TELECOMMUNICATIONS EDUCATIONAL PROGRAMMING

COURSE OFFERINGS

The following courses are offered for credit from Educational Service District 101, Spokane, Washington.

COURSE	CREDIT
Advanced Senior English	1 unit
Pre-Calculus	1 unit
Japanese	1 unit
Spanish I	1 unit
Spanish II	1 unit

For additional information, call or write:

T. A. (Ted) Roscher, Ed. D.
Administrator
Educational Service District 101
West 1025 Indiana Avenue
Spokane, WA 99205-4561
(509) 456-7660

TI-IN UNITED STAR NETWORK

COURSE OFFERINGS

The following courses are offered for credit through the TI-IN United Star Network, San Antonio, Texas.

COURSE	CREDIT
Algebra II	1 unit
Anatomy & Physiology	1 unit
Art History & Appreciation	1 unit
Astronomy	1/2 unit Fall
Basic Skills Booster	no credit
Computer Science I	1 unit
Elementary Analysis	1/2 unit Spring
English Second Language I	1 unit
English Second Language II	1 unit
English Second Language III	1 unit
English Second Language IV	1 unit
French I	1 unit
French II	1 unit
French III	1 unit
German I	1 unit
German II	1 unit
Honors Calculus	1 unit
Japanese I	1 unit
Latin I	1 unit
Latin II	1 unit
Marine Science	1/2 unit Spring
Physical Science I	1 unit
Physics	1 unit
Psychology	1/2 unit Fall
Sociology	1/2 unit Fall
Spanish I	1 unit
Spanish II	1 unit
Spanish III	1 unit
Trigonometry	1/2 unit Fall

For additional information, call or write:

Pamela S. Pease, Ph. D., Director
TI-IN United Star Network
1000 Central Parkway North
San Antonio,Texas 78232
(512) 490-3900

Senator COCHRAN. Thank you very much, Mr. Jaeger for your testimony and for the video tape of some of our school programs in action.

We will next hear from our next panel member, Dr. Robert A. Young from the University of Mississippi. Dr. Young.

Dr. YOUNG. Senator Cochran, I certainly appreciate the opportunity to be here this morning to testify today on behalf of The University of Mississippi and the Midlands Consortium concerning our Star Schools project and the progress that we are making. About 2 weeks ago a Project Director from the U.S. Department of Education visited our campus in Oxford to review our Star Schools project and he said that one of the most frequently asked questions they were receiving in Washington is why did Mississippi receive three of the four Star Schools grants. I think we are all summarizing here this morning that Mississippi offered to use opportunity to show the rest of the Nation how a State can use, how it got satellite technology to improve the quality of instruction in rural and considerably understood schools around the country. Also in Mississippi we had educational agencies and institutions that were willing and eager to show how this technology could be used in our schools and we appreciate your efforts in the past in bringing Star Schools to Mississippi. We all know these have worked and are based on very competitive equal criterion and they were fairly and honestly appropriate to Mississippi from someone who had been following the Star Schools legislation funding from the very beginning and know of all the work that has gone on in your office and from you and while it is important I want to thank you again and ask for your continued support of the Star Schools in Mississippi

The granting of Star Schools programs to three partnerships in Mississippi will not only help our state by improving the quality of instruction in our small rural schools but it will also allow us to have the opportunity to become a model to the rest of the nation on how to use this new technology.

I would like to tell you briefly about the Star Schools project and Midlands Consortium through the University of Mississippi. Midlands Consortium is a partnership made up of five states in the South Central part of the United States, Oklahoma, Kansas, Missouri, Mississippi and Alabama. We are very equal in our partnership and responsibility in carrying out goals of the project which come from the first background of our school which is education and the needs of the individual States. Our program at The University of Mississippi is designed to meet the needs of the State of Mississippi, to be coordinated with the other two consortia operating in the State of Mississippi and our partners in the consortium. The basic purpose is to insure the success of the original Star Schools legislation which is to improve the quality of instruction in these rural schools using satellite technology. Our program is basically made up of three parts. These components are: placing the satellite equipment in rural school. The second part is training the school personnel in the use of this new educational technology and finally, evaluating the program and conducting basic research on distance education. I will just basically go through those three components.

Our philosophy on selecting satellite receiving equipment is that we believe the schools should have the flexibility in choosing any

program available nation wide that would meet particular individual needs of that of the school. As a result of this philosophy our equipment and antenna are movable and capable of receiving both transmission bands. We are placing this equipment this year in 65 sites scattered around the state of Mississippi from the Alabama border to the Mississippi River and from Tennessee to the Gulf, so our sites are scattered completely around the state. Today approximately 50 of these installations have been made and we will have all of them capable of receiving programs beginning with school in the fall. The success of Star Schools in Mississippi are going to need more than just placing equipment in schools.

We believe that the key to the success of the Star Schools here lies in the local schools. As a result, our training program is vitally important to our overail project. Our philosophy on training is that—and this was illustrated extremely well in the clips that we just saw, is based on the notion that children learn differently in satellite courses than they do in traditional classrooms. Since learning is different we believe that teaching must be different too, or approach to teaching will have to be different. Therefore, it is essential that the classroom teachers or facilitators, as they are called, be trained in this new technology. Our training effort still concentrate on the classroom people and the school administrators. But we also understand the success of the program is going to be dependent also upon the support of the parents, school board and other educational groups within the community. I would like to emphasize here because it has been mentioned before, the use of satellite technology will not replace the classroom teacher. It permits the school to offer live interactive classes which are not available through traditional methods.

Next month our staff is conducting training sessions for the school administrators throughout the State. We intend to visit each one of the sites and plan to give our instruction at that point to over 140 school personnel. The following month we will present six training workshops around the State to approximately 100 teachers and facilitators in our 65 schools. Also I would like to mention that our training programs and materials are open and available to all of the schools in the State using satellite courses, not just those schools in the consortia. There are a number of others, as we know a number of school districts using equipment provided by other means. We provide this training to all those schools.

The third portion of our Star Schools program involves the research and evaluation component. If the Mississippi model should be transferred to other parts of the nation we want to make sure that our success or our progress has been documented, so the office of Distance Learning is administering the project and the Ole Miss campus has three inhouse research projects being conducted; we are also making grants available to teachers and other researchers around the State for other area research in distance education.

A second year of funding this plan will expand the number of schools that have the site, develop our model of training for classroom instruction and expand our research and evaluation component.

In closing I want to thank you for your support and urge you and the other Members of Congress to fund fully Star Schools in the

fiscal year 1990 budget and we believe that third year funding after successful training these first 2 years. It would be very efficient for us to continue our program into the third year if that year's legislation becomes available. We recommend your support for third year appropriations to successful grantees.

[The prepared statement of Mr. Young follows:]

PREPARED STATEMENT OF ROBERT A. YOUNG

Mr. Chairman and members of the Subcommittee, I appreciate the opportunity to testify today on behalf of The University of Mississippi and the Midlands Consortium regarding our STAR Schools project.

It was no mistake that three of the four STAR schools grants involved the state of Mississippi. Conditions existed here which provided an excellent opportunity to demonstrate to the rest of the nation how satellite technology can assist a state with critical educational needs by providing needed courses in mathematics, science, and foreign languages. We are not proud of our educational legacy. We were last or nearly last in a number of educational standards. But we are proud of our many recent efforts to improve those conditions. For example, Mississippi was the first state in the nation to pass comprehensive statewide educational reform legislation. Mississippi is attempting to do a lot with very little, but the process is slow and expensive.

The granting of STAR Schools programs to three partnerships in Mississippi will not only help our state by improving the quality of instruction in our small rural schools but it will also give us the opportunity to become a model to other states with similar conditions.

I would now like to tell you about the STAR Schools project at The University of Mississippi, a member of the Midlands Consortium, and one of the three consortia which received grants in Mississippi. Since October, our staff has grown from one person on assignment from the School of Education to a full time staff of five. Our primary purpose is to assure the attainment

of the original objective of STAR Schools legislation, which is to improve the quality of instruction in rural and traditionally underserved schools.

Our program is composed of three parts which we believe best meet the educational needs of our state, are in harmony with the other partners of the Midlands Consortium and with the other two STAR schools consortia operating in Mississippi. These three components are: placing satellite receiving equipment in rural Chapter 1 schools statewide; training school personnel in the use of the new educational technology; and evaluating the progrem and conducting research on distance education.

Our philosophy on selecting satellite receiving equipment is that the schools need the flexibility to receive courses from any source depending upon the individual needs of each school. As a result our antenna are steerable and capable of receiving both satellite transmission bands (C and Ku). We are placing this receiving equipment at 65 sites this year. To date almost 50 of these have been installed. The installation will be completed in all of these schools before classes start next fall.

We believe that the key to the success of the STAR Schools program in Mississippi lies in the local schools. As a result, our training program is vitally important to our overall project. Our philosophy on training is based on the notion that children learn differently in satellite classes than in traditional classes. As a result of this different learning process, the teaching process in a satellite class must also be

different. Therefore, teachers or classroom facilitators, as they are being called, must be trained in this new technology. Our training efforts will concentrate on the classroom facilitator and the school administrators. However, we also realize that the success of our STAR School project also needs the support of other school groups, such as parents and local school board members. I would like to emphasize that the use of satellite technology will not replace the classroom teacher but will permit schools to offer live interactive classes which are not currently available in those schools.

In May, our two educational coordinators will conduct training sessions in each school for the school coordinators, principals, and superintendents. We anticipate over 140 school personnel will receive this training. In July, we will present six training workshops for the approximate 100 teacher/ facilitators from the 65 schools. Our training programs and materials are open and available to all schools in the state using satellite courses including schools from the other consortia.

The third portion of our STAR Schools program at The University of Mississippi involves research and evaluation. Before the Mississippi model is adopted by other states we must document our progress. Changes may be necessary in the programming, the training, or the equipment. Our Office of Distance Learning currently has three research projects underway in the area of satellite learning. We are also funding research

in distance education proposed by teachers and researchers from other institutions in the state.

In year two of our STAR Schools Project we plan to increase the number of schools capable of receiving satellite courses. We plan to develop a model for training the satellite classroom facilitator in the effective use of satellite instruction and to expand our evaluation and research component.

In closing, I would like to note that in our first year of funding it has taken considerable time to hire staff; bid, purchase, and install downlinks; select the "neediest" schools; and plan training for teachers, facilitators, and administrators. Now after six months, we are approaching being fully operational but in a few weeks schools will be breaking for the summer. This means that under current legislation our STAR Schools program will have only the 1989-90 school year to be completely operational and to monitor the success of our training and programming efforts. I strongly recommend that current STAR Schools grantees be eligible for third year funding to continue the progress that we are all making.

Senator COCHRAN. Thank you very much for your testimony and the description of the program at the University of Mississippi.

Now we will hear from Albert Moore I am assuming it is the same Albert Moore that we saw on video tape from Houlka High School. Welcome to our hearing.

Mr. MOORE. Thank you, Senator Cochran. Ohayoo-gozaimasu. Watashi-we Albert Moore-desu. Amerika-jin desu. Kookoo sannensee-desu. Juu-hachi-sai. Gakko-wo Houlka kookoo-desu. Watshi-we Satellite Educational Resources Consortium Koko hanashi-desu. Doozo yoroshiku.

Can you translate what I have said into English? [Laughter.]

Senator COCHRAN. No.

The REPORTER. Neither can I.

Senator COCHRAN. You will get a copy of his remarks.

The REPORTER. I hope so. Thank you. [Laughter.]

Mr. MOORE. We can, and a small percentage of other Mississippi students can too. In my introduction I said, "Good morning. I am Albert Moore. I am an American. I am in the 12th grade. I am 18 years old. I go to Houlka High School. I am here to talk about Satellite Educational Resources Consortium, known as SERC. Am glad to meet you."

Through the SERC program I am learning to speak a foreign language—a language spoken by only a few Mississippians. There are four schools participating in the SERC program. They are Houlka, Iuka, North Forrest, and South Panola. There are two classes being offered, they are Japanese and Probability and Statistics. Japanese is like no other class I have ever taken. It is a challenge and a fascination. I am learning to speak Japanese roomaji, write Japanese hirangana, and study like I have never studied before. The Japanese class is broadcast via live satellite on Mondays, Wednesdays, and Fridays. On these days our instructor is Tim Cook, who speaks both English and Japanese fluently. Through his instructions, (Watashi-wa Nihon-go e ima hanashi chotto-desu.) am now able to speak the Japanese language, a little bit. I can also write the Japanese language a little bit. Mr. Cook is a very intelligent young man and I enjoy his methods of teaching. I also like the vivid skits he uses to try to convey dialects and monotones used by the Japanese people, they are very enjoyable. On Tuesdays and Thursdays we practice our roomaji with our telephone instructor, Sonny. To practice a lot of time with our telephone instructor is a very good way to learn to speak the language in mind. Our instructor speaks both English and Japanese; however, sometimes his dialect is so fine I have a little problem understanding it. The class advances at a very steady pace and it is our responsibility to keep up with that class.

Probability and Statistics is a class like all others. We watch and listen to daily lessons presented by the teacher, we are asked questions by and may ask questions of the teacher. Though this class is like all others in this way, it is different from all others in another way. It is broadcast via live satellite. Communication is done through keypads, computers, and telephones. The class offers a tutorial service on certain days. We can call in for homework assistance anytime before and after class. Another thing different is you must provide your own motivation for the class. There is no teach-

er to "hang" over your shoulder so we have to supply our own motivation and desire to succeed in the class.

At the beginning of each class we practice with a warm-up exercise. These exercises usually are a review of the previous day's work or work done a few weeks back. The exercises are a great idea for keeping us prepared for quizzes and pop-tests.

Our instructor for Probability and Statistics is Tom Gravis. He was educated at the University of Louisville, University de Montpelier, Western Kentucky University, and Bellamine College. He has received countless mathematical teaching awards and has been teaching for 24 years. His first teaching job was in the Peace Corps in West Africa. He has also published two books. As a personal analysis of Mr. Gravis, I know he is a very intelligent teacher. He possesses all the qualities, in my opinion, a good teacher should possess.

These classes in Mississippi schools can be a great asset. It is said that we, the youth, are the future. If this is true, then any investment in providing us educational opportunities today will be more than repaid in the future. These courses have provided me not only with classes I would not be able to take, but an opportunity to work with some of the most advanced technology of today which is a learning experience within itself. Thank you for your support of these programs and for providing me with these opportunities. It is my wish though, that all students could be offered the same opportunity and I ask for your support for the continuation of programs such as this so that all students may realize the rewarding experiences I have had.

[The prepared statement of Mr. Moore follows:]

PREPARED STATEMENT OF ALBERT MOORE

Ohayoo-gozaimasu. Watashi-wa Albert Moore-desu. Amerika-jin desu. Kookoo san-nensee-desu. Juu-hachi-sai. Gakko-wa Houlka kookoo-desu. Watashi-wa Satellite Educational Resources Consortium Koko hanashi-desu. Doozo yoroshiku.

Can you translate what I've said into English? Well I can, and a small percentage of other Mississippi students can too. In my introduction I said, "Good morning. I am Albert Moore. I am an American. I am in the twelfth grade. I am eighteen years old. I go to Houlka High School. I am here to talk about Satellite Educational Resources Consortium (SERC). I am glad to meet you."

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I thank you for your support of these programs and for providing me with these opportunities. It is my wish though, that all students could be offered the same opportunity and I ask for your support for the continuation of programs such as this so that all students may realize the rewarding experiences I have had.

Senator COCHRAN. Thank you very much for that very interesting presentation. In my 16 years of Congress, I do not think I recall a youngster from Mississippi beginning a statement with Japanese. That is an especially exciting experience to have. I thank you for being here and for helping us understand what the Star Schools program is and how it is being utilized in our State as an experience and demonstration of new technology available to our educational system today. I think this panel has given us a very good overview of what is happening in Mississippi. There are three different consortia who are involved in our State in bringing teacher training and technology equipment and actual classroom experience to students throughout our State. I have been told that as many as 112 different schools, by next fall will have access to these classroom programs. That is really a very important step into the future for our state to be able to participate to that extent in the demonstration program. I know that the budget situation is of great concern to all of you as it is to me and we are seeing our budget committee working now in Washington on the details for resolution. Can you tell us for the record so we can share this information with others in Washington when we go back into session in the Senate next week, what the consequences will be for these programs if the access to Federal funds were to be discontinued? Is there funding available from other sources, either private sector, foundation or State resources to continue these programs in Mississippi without Federal assistance? Dr. Wall, would you like to start off with a response to that?

Dr. WALL. I know of no immediate or specialized program to take the place of what is being done through the Star Schools program at this time. There are several different ways by which we are trying to attract other money and it is primarily from foundations. It might depend also that through Dr. Boyd and others, the State Legislature that there may be some move under way to supplement what we have already started.

Senator COCHRAN. Mr. Jaeger, do you have money in your budget that will enable you to carry on this program if it were not for the federal financial support?

Mr. JAEGER. Senator, the State Department of Education in Mississippi and Educational Television have made significant contributions in terms of personnel and equipment to date. We have also made contributions to a consortium which helped bring these services into our schools. Our combined contribution and service came to about $50,000 as it now exists. Any further burden on either of our agencies I think would be extreme. We would hope that the Congress in its wisdom would continue to fund this program and continue the bright promise that has been extended to Mississippi and that includes the citizens, teachers and citizens across Mississippi are attempting to embrace the future, attempting to compete with our neighbors in the Southeast and across the country and think that any discontinuance of these funds would be a serious setback, not only for the Star Schools program but the attitudes, new attitudes developed in this State.

Senator COCHRAN. Dr. Young, on a recent visit to Ole Miss, I saw the satellite equipment. What happens to that equipment? I know you have a teacher training program that you actually have on

campus there, if I understand your testimony. Would that be a continuous program without the Federal funds that are made available to the University for this program?

Dr. YOUNG. The University intends to continue with its education processes that we have begun. I think it would be critically limited without continued support from the Star Schools grant. The University will continue to use this network of community access that we have to the school and to get the communities to train teachers and facilitators but without continued funding our program there would be criticality limited. As I said earlier, by placing the equipment in schools is not going to assure the success of those sites for the programs in schools. We need to continue to train people who monitor success of the program so I think over all the State, the hundred plus applicants that we are going to have would not alone assure the success of the program.

Senator COCHRAN. I was interested, Mr. Moore, in your description of your classroom instructing experience in Japanese and the advanced mathematics course, Probability and Statistics. How do you get your homework done in Statistics? Do you actually send in written work to the teacher by mail or how is that communicated?

Mr. MOORE. Well, some days he asks for our facilitators, that is the teacher that looks over us, to check our notebooks and grade us on doing our homework. On certain days we will try to alter our universities and communicate back with them by keypad to tell him that we have a certain answers to his work, our answers and he records our grades like that.

Senator COCHRAN. Do you actually do your calculations at your desk? If you were asked to work a problem for instance, in physics, does that collect on a pad? Is there a way to communicate with that teacher? Can he actually see what you are writing or see what you are doing there at your desk on a monitor at the University of Kentucky?

Mr. MOORE. No, Sir. Like I would work the problem out. He would have a display of answers on the TV screen and then I would select one of those answers and then he would receive my answer.

Senator COCHRAN. I see, you find a reference to select that answer then?

Mr. MOORE. Yes, sir.

Senator COCHRAN. I see. This form of interactive instruction allows you to communicate with the teacher even though all of you students are in different classrooms in the different States.

Mr. MOORE. Yes sir.

Senator COCHRAN. Can you hear the other students when they are talking? How does that work?

Mr. MOORE. On certain—every month each school has a date that you are on television, like our school was, you know. On those days we can hear him talk to other schools and every day he asks for someone to call in and participate on the warmup exercise by telephone and we can hear them that way.

Senator COCHRAN. I have heard, I forget which panel member mentioned this, that this is not a substitute for a classroom teacher in the schools that are participating. There is a teacher or facilitator who is there and that is what you are doing at Ole Miss is

training facilitators in how to deal with the situation and how to use the technology. How many students are going to be participating in this? I have heard a number of 112 schools. Do any of you have any idea how many students around Mississippi would actually be able to participate in this program by next fall? I know there are three different programs.

Dr. WALL. Estimates run as high as ten (10) per class per site, downsite. That is a little bit—very gross, that is not an accurate estimate at all. We will not have accurate figures until registration is completed and it began in March of this ear, that is registration of students.

Senator COCHRAN. I appreciate very much your being here today, helping us understand what the Star Schools programs is, how it is working, and what it means to our State and our education efforts here. I want you to know that we are going to continue to stay in touch with you and monitor the progress that is being made and try to help solve any problems which may develop. If this proves to be successful, it will be a successful adventure into the future for our State.

Thank you all for being here and participating in the hearing this morning.

We will recess for lunch until 1:30 p.m.

[Luncheon recess.]

AFTERNOON SESSION

Senator COCHRAN. If our committee will come to order, we will resume our hearing that was begun this morning on the subject of education and certain programs that are funded in Washington under the authority of the Federal grants program that are of particular interest and benefit to us in Mississippi. We are talking particularly about Star Schools program and Chapter I program and its advantage to students. This morning when we began, I introduced special guests who were here at this hearing. I know all of you were not here at the beginning of the hearing this morning and I thought I would again tell you who is here from Washington so that you will know who these people are. From my staff, I have Anne Cherry and James Davis who specialize in educational issues. Anne actually works at the Labor and Human Resources Committee staff offices in Washington. And we also have other members of our staff. Bill LaForge who is my Chief of Staff is here from the Washington Office; Lynn Moten who is here from my Washington office as well and Wiley Carter, Administrative Assistant was here just a moment ago. We appreciate very much their being here. Also I want to thank Ruth Blackledge who is serving as our court reporter, stenographer, transcript writer and expert now in Japanese.

We mention that the hearings have been authorized by Senator Edward Kennedy, Chairman of our committee and Senator Claiborne Pell who is Chairman of the Subcommittee on Education, Arts and Humanities of the United States Senate. We appreciate very much their authorizing these hearings to be held in our state today. We also are happy to introduce to you Doris Dixon who is the Chapter I specialist for the U.S. Department of Education from

Washington and we have Ann Young who is here representing the subcommittee chairman, Senator Claiborne Pell. I think that identifies those who are here as our guests of the committee today. At this point we will continue our hearing and call our panel for the afternoon session. If you will come forward, we will proceed with our hearing. Included in this panel are Dr. Milton Matthews, Director, Division of Instructional Alternatives, Mississippi State Department of Education, Jackson, MS; Dr. Judy Floyd Robbins, Local Coordinator, Chapter I Activities for the LaFayette County School District, Oxford, MS; Margaret McDonald, Teacher-Supervisor, Tunica County School District, Tunica, MS; Carlos Day, Student, Blackburn Junior High School, Jackson, MS. If you will all come forward and take your place here at the witness table we will begin our afternoon session. As you are coming forward let me thank you for being here and for helping us with our hearing.

This morning's session focused primarily on an overview of our situation in education today. Our first panel, consisted of State educational officials, Dr. Richard Boyd, Dr. Olon Ray and Dr. Joe Ross. Our second panel dealt with the Star Schools program. This panel is here to talk about our Chapter I program which is the other program that we are looking at very carefully in accepting terms of geographic importance in the State of Mississippi.

Dr. Matthews, we appreciate very much your being here. We have a statement I think and with that being included in the record we ask you to proceed in any way you would like to summarize your presentation to the committee.

STATEMENT OF DR. MILTON MATTHEWS, DIRECTOR, DIVISION OF INSTRUCTIONAL ALTERNATIVES, MISSISSIPPI STATE DEPARTMENT OF EDUCATION, JACKSON, MS; DR. JUDY FLOYD ROBBINS, CHAPTER I COORDINATOR, LAFAYETTE COUNTY SCHOOL DISTRICT, OXFORD, MS; MRS. MARGARET MCDONALD, TEACHER-SUPERVISOR, TUNICA COUNTY SCHOOL DISTRICT, TUNICA, MS; AND CARLOS DAY, STUDENT, BLACKBURN JUNIOR HIGH SCHOOL, JACKSON, MS

Dr. MATTHEWS. Thank you, Senator. I will proceed with the prepared statement.

The impact of Chapter I funds allocated to the State of Mississippi can be assessed both educationally and economically. In researching data on which to determine educational impact, a review was completed on educational achievement data of Chapter I students beginning with school year 1979-80. A sampling of test data from three grades, 3, 6, and 9, was used in the review. Since the 1979-80 school year, the Mississippi Chapter I students have shown growth each year in both reading and mathematics. The achievement data is based on a 9-months testing cycle.

In reading, the average gain since 1979-80 has been: for Grade 3: 6.88 Normal Curve Equivalent Scores, for Grade 6: 5.60 NCE Scores, for Grade 9: 4.90 NCE Scores. In mathematics, the average gain since 1979-80 has been: for Grade 3: 8.54 Normal Curve Equivalent Scores, for Grade 6: 7.78 NCE Scores, for Grade 9: 6.30 NCE Scores.

Recent statewide data has shown the average Mississippi student slightly below national norms. By comparison, the statewide achievement during the period 1970-72 showed reading achievement at the 23-24 percentile and mathematics at the 27-28 percentile. Fifteen years ago 10 percent of the public school children were scoring at the first percentile and over 30 percent were at the tenth percentile or below. In poverty stricken counties, a study of test data shows dramatic gains since the early 1970's. Chapter I can claim a significant role in this turn around.

The most recent comparison of Mississippi Chapter I data with national data was completed for the school year 1985-86. NCE gains for Mississippi were slightly less than the national average in grades K-5 but were at or above national averages in grades 6-12.

In considering the economic impact of Chapter I, since its inception in 1965, Mississippi school districts and state agencies have received $1,262,312,292 in Federal compensatory education funds. It is significant that in the last 10 years, the average yearly full-time-equivalent staff members employed in local district Chapter I programs has been 4,101.8. This number represents administrative, instructional and support services personnel. In the 5 years prior to that time, the average annual number of employees from these funds was 5387.8. From 1980 through 1989, a yearly average of 109,072 students have been served in Chapter I programs. From 1974 through 1979 the average number of students served annually was 133,992 students.

In the current school year, 128,464 students are being served statewide in Chapter I programs. These programs are in 88 percent of the schools in the State. In local school districts 3,665 persons are presently employed with Chapter I funds. Students are receiving supplementary instruction in language arts, mathematics and reading. Supportive services include attendance, and health related activities.

Both the educational and economic impact of Chapter I funds allocated to Mississippi have been shown. However, attention should be given to those students who have not received Chapter I services because of inadequate funding. Currently, in grade spans that are being served in local districts, supplementary instruction is not being provided to more than 21,000 eligible students. Statistics are not available on the number of students who are eligible for Chapter I services in grade spans that are not being served by Chapter I programs.

I am most appreciative that the matter of eligible students who are not served in addressed in Section 1001 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. In that section entitled "Declaration of Policy and Statement of Purpose," the Congress has declared an intent to serve all eligible Chapter I children by fiscal year 1993. With this declaration, I can only believe that the future of supplementary education for disadvantaged students is indeed a bright one.

Senator COCHRAN. Thank you very much Dr. Matthews for your statement and I think we will go through the statements from the entire panel before we get into the specific questions or discussion of these issues.

I now call on Dr. Judy Floyd Robbins. You may proceed.

Dr. ROBBINS. Thank you. I would like to begin my remarks really with my conclusion and that would be the most important things I say. If we teach students in the skills we can get them through the spring standardized testing. But if we teach them the joy and the love of learning, then we can help them get through life. Chapter I money provides education to disadvantaged students with instruction above and beyond what they get in a normal classroom. We can use this money for the standardized instruction or many other projects which is certainly acceptable or we can go far beyond that by understanding and addressing the special needs of these children. The first special need, of course, is academic. Most of these children are functioning below grade level. They need instructional material and methods that are both interesting and relevant. In our upper elementary Chapter I grades the basal readers have been replaced by content area materials and students are studying reading and writing skills through active, interesting science and social studies units. These materials are by the way on a grade level and the students are handling them because they are interesting and they are involved. Throughout the program the purple ditto sheets and the teaching of isolated skills have been deemphasized and much more time is being spent on teaching to and with students in order to increase their comprehension and enjoyment.

Our second requirement is a climate that is warm and accepting yet holds out high standards for behavior and academic performance. Although we are very much aware of these students economic and home situations, we cannot let that serve as a built in excuse for failure. They might need additional instruction and a double dose of motivation; but they can achieve. Everyone can do something well, and Chapter I classes provide procedures to work for and capitalize on strengths. As students succeed, their self-esteem rises and a cycle of success then will begin.

Educationally and economically the disadvantaged student have limited experience and little knowledge of what lies beyond the boundaries of their counties. Chapter I can provide countless opportunity to expand this world with them. We have the freedom and the money to supplement with guest speakers, with activities, with materials to expose them to a world that lies beyond their experiences. This year in our program the States of California and Wisconsin have come alive for our fifth and sixth graders through pen pals from those States. The exchange of pictures and letters have been much more informative and interesting to them than a chapter from a book. And considering the limited size of the Chapter I classes these students were able to plan and write and film videotapes to send to their pen pals.

Our fourth need for many of these students is some need of the future. Particularly the upper elementary students see no need for education or effort. Without involvement in extra curricular activities they are here for today and have no concept of the total school picture. Providing role model can help them see beyond tomorrow. And instead of showing them successful businessmen or private education we plan to use high school students or recent graduates who can represent a more reachable goal for our students. Some-

times just knowing that holding on means a chance to play junior high football or be a cheerleader is enough to keep them going.

These are some of the special needs of these children. In order to address these needs we must maintain our programs. No school or program can be successful without teamwork. Chapter I regulations require coordination with the regular school program, but it is important to go beyond this. Without everyone being fully involved with what we are already doing we cannot expect cooperation and support beyond what is required by the law and it takes all of us working together to provide as much as we can for the children.

The key to success of the entire program is to maintain the forward momentum and this can be done through instruction leadership. Teaching disadvantaged students can be extremely rewarding, but it can also be unbelievably frustrating and demanding. If supervisors and coordinators do not provide support encouragement, and praise through daily contact with students and teachers, positive attitudes can deteriorate rapidly. And without enthusiasm teachers cannot communicate that excitement of learning. We can teach students enough skills to get through the spring standardized testing but if we add to that the joy and love of learning, we can help them get through life.

[The prepared statement of Dr. Robbins follows:]

PREPARED STATEMENT OF DR. JUDY FLOYD ROBBINS

LAFAYETTE COUNTY SCHOOLS
OXFORD, MISSISSIPPI
CHAPTER 1

Lafayette County schools serve the rural area surrounding the culturally-rich city of Oxford and University of Mississippi. The per capita income of Lafayette County residents is approximately $800 below the state level and $3300 below the national average. In our school district, 56% of the students are on free or reduced lunches. Many of them know little of the world beyond the boundaries of the county, and only about 30% of the graduating seniors will continue their education. Because of this setting, our teachers have made a strong committment to go beyond the remediation and reinforcement of skills in their instruction of these children. If we fail to somehow instill in them the joy of reading and learning, we will not equip them with what they need beyond the spring standardized tests.

The 1988-89 Chapter I project operates under a budget of $198,472 and employs five teachers, three teacher assistants, a secretary, a supervisor, and a part-time janitor. The 270 students in Chapter I comprise 30% of the students in grades two through seven. Pull-out classes of reading, math, and language arts are provided for students who score below the 50th percentile on a nationally-normed test. We spend approximately $500 per child on this additional instruction.

Our instructional program is characterized by an emphasis on the use of motivational, relevant materials and time spent reading to students. These children require more than the traditional diagnostic-instruction-reinforcement cycle. Characteristically, their economic and home environments have not provided the background necessary to enable them to take full advantage of educational opportunities. Unless we address the critical needs of these economically disadvantaged students, classroom instruction can not be fully effective.

In order to fulfill our responsibility to these students, we must first determine their needs and examine ways to meet these needs in the school setting.

INSTRUCTION

The first need that we address is academic. Many of these students are functioning below grade level. In addition to remediation of basic skills, we must add excitement and relevance to their education.

In the upper elementary grades, basal readers have been replaced by content area materials. Teachers are using science and social studies units to stimulate interest and provide opportunities for independent reading and study. Students no longer feel "remediated" by redundancy of

instruction. Language arts skills are being covertly reinforced as students read interesting, challenging, on-grade level materials.

In the lower elementary grades, duplicated drill sheets and the teaching of isolated reading skills have been deemphasized. More time is being spent reading to and with students in order to increase comprehension and enjoyment.

CLIMATE AND HIGH EXPECTATIONS

These students need a climate that is warm and accepting yet holds out high standards for behavior and performance. We communicate high expectations by literally expecting adequate performances academically and behaviorally. Although we are aware of their economic and home environments, we do not let disadvantages serve as built-in excuses for failure. Nor do we allow ourselves to think: "How sad. They just have so much going against them."

Our students may need additional instruction, interesting materials, and a double dose of motivation; but they can achieve. Every student can do something well, and our teachers constantly watch for for and capitalize on students' special talents. As students succeed, their self-esteem rises and a cycle of success begins.

We want our students to be happy about school and happy about themselves; so we do not feel guilty about laughing and loving. We praise, hug, and celebrate progress.

THE WORLD BEYOND

Economically and educationally disadvantaged students have limited experiences and little knowledge of the world beyond the boundaries of the county. The school setting offers countless opportunities for us to expand their world. The use of content area materials and increased reading time allows us to expose students to a world that lies beyond their experience. When appropriate, we use guest speakers to enrich units of study. Ole Miss foreign students, parents, businessmen, and politicials have visited our classrooms to share their special knowledge.

California and Wisconsin have become real for our fifth and sixth graders who have pen pals from those states. The letters and pictures have been more informative than using a chapter from a book. And our students did all the planning, writing, and filming of a video-tape to send to their pen pals.

THE FUTURE

In order to maximize the effects of our academic instruction, we must provide students with some vision of the future. Many students, particularly the fifth and sixth graders, see no reason for education or effort. They are here for today and have no concept of the total school picture. Some are discouraged and are giving up. Providing role models can help them see beyond tomorrow. Instead of successful businessmen or corporate executives, we use high school students or recent graduates. These people represent a reachable goal for our students. Sometimes just realizing that holding on means a chance to play junior high football or be a cheerleader is enough to keep them going.

In order to deal with the total child, there are some things we must do. No school or program can be successful without teamwork. We call ourselves the "Chapter I Team" because we work together. Our job descriptions do not limit our activities. And we consider ourselves to be part of the total school team. If what we do is a mystery to classroom teachers, we cannot expect their full cooperation or support; and it takes everyone working together to provide as much as possible for the children.

The forward momentum of a program must be maintained. This is done through instructional leadership. Teaching disadvantaged students can be unbelievably rewarding, but it can also be extremely frustrating and demanding. If supervisors and coordinators do not provide encouragement, praise, and support through daily contact with teachers and students, attitudes can deteriorate rapidly. Without enthusiasm we cannot communicate the excitement of learning. If we teach skills to children, we can get them through the spring standardized testing. If we add the joy and love of learning, we can help them get through life.

Dr. Judy Robbins
Chapter I Contact Person
Lafayette County Schools
Route 5
Oxford, MS 38655
(601) 234-5627

Senator COCHRAN. Thank you very much Dr. Robbins for your statement.

We now call on Margaret McDonald of the Tunica County School District, a Teacher-Supervisor in the Chapter I program.

Mrs. MCDONALD. Tunica County is the poorest county in the state, with its meager resources and educationally deprived populace, desperately needs the support from the Federal Government if its students are to have a chance for quality education.

With Chapter I funds, Tunica County has provided a wide range of instructional and supportive services that are bridging the educational gaps between educationally deprived youth and those from more affluent communities.

Test data for 1978-79 school year shows that approximately 25 percent of our students were scoring in the one percentile in the areas of reading, language and math. Today, thanks to intensive reading, language arts, and math instructions, there are no students in Tunica County scoring at this level.

Chapter I teachers and teacher aides have provided for more supportive drills for students from the regular classroom curriculum.

Chapter I replacement teachers in reading and language serve to reduce the teacher-pupil ratio. Therefore, teachers have more time for individualization and students have frequent opportunities to put into practice what they have learned.

Media Center personnel and equipment that improve receptive language skills, encourage positive learning reinforcement, and promote creative learning through fun and active participation, all products of Chapter I.

Multi-media equipment and materials purchased by Chapter I, capture students' attention, provide more time for the individual learner, and take the children through learning steps that are systematic, well-organized, and provide immediate feedback.

Computers have played a tremendous role in the advancement of math, language arts, and reading skills over the past few years. The computer assisted instruction programs have caused teachers to re-evaluate their student expectations. The programs have provided support for designing individualized educational plans that add more advanced skills to the curriculum in the elementary grades.

A very high number of our graduates have gone into the field of computer science or other related fields. There is little doubt that they received their initial inspiration from the use of computers at the elementary schools of Tunica County.

On the 1988 Functional Literacy Exam, 96 percent of Tunica County's eleventh grade passed. Most of these students have, at sometime, been served by Chapter I.

Students from Tunica County, who were once served by Chapter I are graduating from college in medicine, research, nursing, computer science, business, education, social work and many other worthwhile professions.

As an educator in the Tunica County Schools for almost 40 years, let me tell you—this is progress. For years, of those few students who managed to stay in school long enough to graduate from high school, only a precious few went on to college. The majority stayed at home. The boys became tractor drivers or secured other menial

jobs. The girls became maids, factory workers or cooks in cafes. The lack of money was not the only reason these students did not go to college. The primary reason was that these students were aware that they were not college material. They knew that they could not read well enough to cope. Many of them were bored with school and just wanted out. Parents of students now understand more about our educational programs. They are involved in the Chapter I Advisory Council. They help formulate programs. They understand test scores, and most of all, they are able to help their children at home. If there had been no Chapter I when these parents were in school, in all probability they would have been just like their parents before. Many of their parents could not read, therefore, they could not possibly help their problem.

Chapter I personnel read to students stories that cause them to want to read. More important though, there are books in the Chapter I Media Center that children check out and read at home or have their parents or older siblings read to them.

Educational Television programs used in the schools, the film library, filmstrips, all provided by Chapter I serve to build background information so vitally important for students to have a meaningful learning experience. These same materials have given these students opportunity to see that life can be different and that education is a way out of poverty and off "Sugar Ditch".

Health services provided by Chapter I have furnished not only things that are physical in nature, but have aided the emotional stability of many of these deprived youth. Many children have been labeled as "dumb" or a slow learner and placed in special education only because they had physical defects that needed addressing. Health screening provided by Chapter I pinpointed these weaknesses. Thus, the children's achievement rose, their slight problems were corrected and their self-image was elevated.

As an educator, I shutter to think what would have happened to our children in Tunica County had not Chapter I intervened with its funds that provide in-service training so that we have 10 reading specialists serving Chapter I children now as opposed to zero prior to 1975.

Funding by Chapter I provides for Chapter I teachers and teacher-aides, guidance counselors, health care personnel, all whose roles are so vital to the learning of our students.

How could Tunica County have provided the many dollars that Chapter I has spent on workbooks, media material, computers, and other materials vital to student learning? No way.

True, we are one of the systems in Mississippi that is on academic probation. True, we are not where we should be. True, we are not where we want to be. But, little by little, we are getting there. We are getting better, we will get better, and one day soon we will be where we should be and where we want to be. We are making progress and we will make more progress, and Tunica County citizens will be proud of Tunica County Schools.

We, in Tunica County, are proud of Dr. Jerry Gentry now serving the United States Navy; Anthony Nickson in the co-op engineering program with Mississippi State and Texas Light, Water and Gas; Paul Veal, a chiropractor in Tupelo. MS as well as many other of our graduates who serve Tunica County as educators,

nurses, social workers, and many other who perform service so valuable to our community.

As an educator, a mother of two teacher-assistants, grandmother of three girls, a great-grandmother of two boys in the Tunica County schools, and as a representative of every child and parent in Tunica County, let me express our eternal gratitude to the Congressman who has continued to support legislation for the funding of Chapter I. Thank you for caring, thank you for sharing, and please continue to support Chapter I funding. We need you.

Remember, your caring, your concern, and your continued support are the only hope for a "brighter tomorrow" and quality education for the economically deprived children of Tunica County.

[The prepared statement of Mrs. McDonald follows:]

PREPARED STATEMENT OF MARGARET McDONALD

WHAT IS TUNICA COUNTY CHAPTER I DOING FOR ECONOMICALLY DISADVANTAGED STUDENTS?

Title I of the Elementary and Secondary Education Act of 1965, now known as Chapter I, authorized federal support to local education agencies for special programs for educationally deprived children in attendance areas where low-income families are concentrated. Its aim is to help broaden and strengthen education for children of poverty. Tunica County, the poorest county in the nation, with its meager resources and educationally deprived populace, desperately needed financial support from the federal government if its students were to have a chance for quality education.

With Chapter I funds, Tunica County has provided a wide range of instructional and supportive services that are bridging the educational gaps between these educationally deprived youth and those from more affluent communities.

Test data for 1978-79 shows that approximately 25% of our students were scoring in the 1 %ile in the areas of reading, language, and math. Today, thanks to intensive reading, language arts, and math instructions, there are no students in Tunica County scoring at this level.

Tunica County was most fortunate, thanks again to Chapter I, in opening elementary counselors long before many other districts in the state. Testing programs, such as the diagnostic tests that analyze and provide realistic directions for teachers planning instructions and selecting materials on student's individual instructional levels, became a reality.

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Chapter I teachers and teacher aides have provided for more supportive drills for students from the regular classroom curriculum.

Chapter I replacement teachers in reading and language serve to reduce the teacher-pupil ratio. Therefore, teachers have more time for individualization and students have frequent opportunities to put into practice what they have learned.

Media Center personnel and equipment that improve receptive language skills, encourage positive learning reinforcement, and promote creative learning through fun and active participation..... ALL ARE PRODUCTS OF CHAPTER I.

Multi-media equipment and materials, purchased by Chapter I, capture students' attention, provide more time for the individual learner, and take children through learning steps that are systematic, well-organized, and provide immediate feedback.

Computers have played a tremendous role in the advancement of math, language arts, and reading skills over the past few years. The computer-assisted instruction programs have caused teachers to re-evaluate their student-expectations. The programs have provided support for designing individualized educational plans that add more advanced skills to the curriculum in the elementary grades. Computer-assisted instruction gives direction and guidance to teachers to enable them to provide for the various achievement levels and learning styles within their classroom setting.

A very high number of our graduates have gone into the field of computer science or other related fields. There is little doubt that they received their initial inspiration from the use of the computers in the elementary schools of Tunica County.

On the 1988 Functional Literacy Exam, 96% of Tunica County's eleventh grade passed. Most of these students have, at sometime, been served by Chapter I.

Students from Tunica County, who were once served by Chapter I, are graduating from college in medicine, research, nursing, computer science, business, education, social work, and many other worthwhile professions.

As an educator in the Tunica County Schools for almost forty years, let me tell you...THIS IS PROGRESS! For years, of those few students who managed to stay in school long enough to graduate from high school, only a precious few went on to college. The majority stayed at home. The boys became tractor drivers or secured other menial jobs. The girls became maids, factory workers or cooks in cafes. The lack of money for college was not the only reason that the students did not go to college. The primary reason was that these students were aware that they were not college material. Many knew that they could not read well enough to cope. Others were simply bored with school and only wanted out.

Parents of students understand more about our educational programs. They are involved in the Chapter I Advisory Council. They help formulate programs. They understand test scores, and MOST OF ALL, they are able to help their children at home. If there had been no Chapter I when they were in school, in all probability they would have been just like their parents before them. Many of their parents could not read, therefore, they could not possibly help them.

Chapter I personnel read to students stories that introduce cultural values and literary traditions which motivate children to want to read. More important, however, are the books in the Chapter I Media Center that children check out and read at home or have their parents or older siblings read to them.

Educational Television programs used in the schools, the film library and filmstrips and filmstrip projectors, 16mm film projectors, ALL PROVIDED BY CHAPTER I, serve to build background information so vitally important for students to have meaningful learning experiences. These same materials have given these students the opportunity to see that life can be different and that education is a way to get out of poverty and off "Sugar Ditch".

Health services provided by Chapter I have furnished not only things that were physical in nature, but have aided the emotional stability of many of these deprived youth. Many children have been labeled as "dumb" or a slow learner and placed in special education

only because they had physical defects that needed addressing. Health screenings pinpointed these weaknesses and the student's achievement rose. Thus, the child's own self-image was elevated.

As an educator, I shutter to think what would have happened to our children in Tunica County had not Chapter I intervened with its funds that provide in-service training so that we have ten reading specialists serving Chapter children as opposed to zero prior to 1975.

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We, in Tunica County, are proud of Dr. Jerry Gentry now serving the United States Navy; Anthony Nickson in the engineering program with Mississippi State University and Texas Light, Water and Gas; Paul Veal, a chiropractor in Tupelo, Mississippi, as well as the many of our graduates who serve Tunica County as educators, nurses, social workers, and many others who perform valuable services to the community.

As an educator, a mother of two teacher-assistants, grandmother of three girls, a great-grandmother of two boys in the Tunica County Schools, and as a representative of every child and parent in Tunica County, let me express our eternal gratitude to the Congressman who have continued to support legislation for the funding of Chapter I. Thank you for caring, thank you for sharing, and, please, continue your support of Chapter I funding. We need you!

Remember, your caring, your concern, and your continued support are the only hope for a "brighter tomorrow" and quality education for the economically deprived children of Tunica County.

Senator COCHRAN. Thank you very much Mrs. McDonald for a very helpful statement.

Now let me go to Carlos Day.

Mr. DAY. Thank you. Chapter I reading meets the needs of students. Some of the general goals of the Chapter I Junior High Reading Program are:

1. To help students develop and improve basic and functional reading skills. The primary objective is to bring students up to grade level in reading. The program prepares us for the problems we face in other subjects. We must be able to study effectively, take notes, participate in discussions, prepare for tests, and complete written assignments.

2. The second goal is to help students appreciate different cultures and societies. We realize the United States is a multicultural society. All religions, races, and cultures must be able to work together in order to push forward as a great nation.

3. To increase students' interest and ability in sharing pleasure and information through selected oral reading. The teacher selects a variety of oral readings, so that we may broaden our perspective of the world and develop different interests. These selected readings also enable us to practice communication skills.

4. The fourth goal is to encourage students to form a lifetime habit of reading for information and pleasure. We do not want to stop reading when we finish school. We always want to grow. Reading takes us places we will never be able to see, and reading gives us power over others. Power comes from knowledge, being able to communicate well and being well rounded and qualified for the job market. I feel these general goals and other specific objectives outlines in each unit of study are being met successfully through the following ways: instructional methods, motivation, classroom materials, a small group atmosphere and positive self-image.

Our class begins with a vocabulary discussion. Next, we have a few minutes of oral reading. The purpose is to share pleasure and information through selected reading. The teacher then begins a directed reading lesson. We pre-question and make predictions about the story. Our objectives for the day are written on the board and stated aloud. We always have a discussion and are given examples before we are asked to do any written assignment. We feel comfortable asking questions and the teacher is glad to give us any help that we need. In the classroom we have reading games, learning centers, task cards, computers, and a library center where we continue working when we have completed our written assignment.

The reading program is divided into 12 units. The teacher pronounces and defines twenty words for each unit. We are given activities, weekly tests, and unit tests. We are retaught and allowed to retest if our score on a unit test is below 75 percent.

Most of our instruction is whole-group instruction, but when we do our written activities we receive one-on-one help. Also, we may divide into smaller groups during the written assignment. Sometimes, the groups must elect a leader, reporter and moderator. This way, we learn through cooperation social skills and sharing ideas.

Our classes are not larger than 15 students. The smaller classroom gives the teacher time to observe each student and give individual help. She has the time to talk one-on-one with each student

during the class period. We read stories and have discussions about values and life skills to help us make the right choices in our daily lives.

My mother also helps me to make right choices. She encourages me to read by being a reader. She has newspapers, magazines and books at home for the family to read. I try to read a book at home every 2 weeks.

Mother encourages me in my school work by being involved with school parent organizations.

My vocabulary work in Chapter I reading has helped me in my understanding literature in my English classes. It has helped me to be confident enough to join the school's speech club. I have learned how to read charts, graphs, and maps that have helped me in my math and social studies classes.

We work on reading selections from all the subject content areas.

Therefore, I do believe the Chapter I program is meeting the needs of students. The program is helping students with life skills and reading skills to prepare us for a better and more productive future.

[The prepared statement of Mr. Day follows:]

PREPARED STATEMENT OF CARLOS DAY

CHAPTER 1 READING MEETS THE NEEDS OF STUDENTS

Some of the general goals of the Chapter 1 Junior High Reading Program are:

1.) To help students develop and improve basic and functional reading skills - The primary objective is to bring students up to grade level in reading. The program prepares us for the problems we face in other subjects. We must be able to study effectively, take notes, participate in discussions, prepare for tests, and complete written assignments. 2.) To help students appreciate different cultures and societies - We realize the United States is a multicultural society. All religions, races, and cultures must be able to work together in order to push forward as a great nation. 3.) To increase students' interest and ability in sharing pleasure and information through selected oral readings - The teacher selects a variety of oral readings, so that we may broaden our perspective of the world and develop different interests. These selected oral readings, also, enable us to practice communication skills. 4.) To encourage students to form the lifetime habit of reading for information and pleasure - We don't want to stop reading when we finish school. We always want to grow. Reading takes us places we will never be able to see, and reading gives us power over others. Power comes from knowledge, being able to communicate well, and being well-rounded and qualified for the job market.

I feel these general goals and other specific objectives outlined in each unit of study are being met successfully through the following

ways: instructional methods, motivation, classroom materials, a small group atmosphere, and positive self-image.

Instructional Methods

Our class begins with a vocabulary discussion. Next, we have a few minutes of oral reading. The purpose is to share pleasure and information through selected readings. The teacher then begins a directed reading lesson. We prequestion and make predictions about the story. Our objectives for the day are written on the board and stated aloud. We always have a discussion and are given examples before we are asked to do any written activities. We feel comfortable asking questions and the teacher is glad to give us any help that we need. In the classroom we have reading games, learning centers, task cards, computers, and a library center where we continue working when we have completed our written assignment.

The reading program is divided into twelve units. The teacher pronounces and defines twenty words for each unit. We are given activities, weekly tests, and unit tests. We are retaught and allowed to retest if our score on a unit test is below 75%.

Most of our instruction is wholegroup instruction, but when we do our written activities we receive one-on-one help. Also, we may divide into smaller groups during the written assignment. Sometimes, the groups must elect a leader, reporter and moderator. This way, we learn cooperation, social skills and share ideas.

Motivation

Our teacher has signs in the classroom that help motivate us. For example, "I will try." Also, "We learn from our mistakes" and "It's okay to be wrong" are on the front board.

We read for five minutes at the beginning of the period just for pleasure.

We are allowed to play reading games, do bonus work, use the computers, or read in the library center after we have finished our work.

The reading games are educational, but fun. We have games like "The Colossal Chicken" that is about exaggerations. Another game is "Ocean Motions" which reviews details that support a main idea.

The library center has short, easy to read books on many topics. We have newspapers, magazines, encyclopedias, dictionaries, and maps.

Each term our teacher puts a Reading Honors list on our door. This list includes every student who has made C, B, or A in reading.

Sometimes, our teacher gives us candy if we do well on a test or spelling bee. Also, at the end of the year, reading certificates are given in an awards program.

Classroom Materials

I have already mentioned many of the classroom materials that we use. Some others are literature programs, workbooks, and activity sheets. We have many kinds of materials on different levels.

We use maps, National Geographic magazines, encyclopedias, and newspapers to explain different cultures and societies that we read about.

Small Group Atmosphere

Our classes are not larger than fifteen students. The smaller classroom gives the teacher time to observe each student and give individual help. She has the time to talk one-on-one with each student during the class period.

Positive Self Image

As I have mentioned, the Chapter 1 program encourages participation. Questions are welcome, and we learn from our mistakes. We are given work in areas of weakness on our California Achievement Test and Basic Skills Assessment Program tests so we can improve our scores. We read stories and have discussions about values and life skills to help us make the right choices in our daily lives.

My mother also helps me to make right choices. She encourages me to read by being a reader. She has newspapers, magazines, and books at home for the family to read. I try to read a book at home every two weeks.

Mother encourages me in my school work by being involved with school parent organizations. She is interested in what I will become and lets me know it.

My vocabulary work in Chapter 1 reading has helped me in my understanding literature in my English classes. It has helped me to

be confident enough to join the school's speech club. I feel comfortable standing before the class and speaking. I have learned techniques of speaking orally.

I have learned how to read charts, graphs, and maps that have helped me in my math and social studies classes.

We work on reading selections from all the subject content areas. This gives me background information from which to grow in science, English, and social studies.

Therefore, I do believe the Chapter 1 program is meeting the needs of students. The program is helping students with life skills and reading skills to prepare us for a better and more productive future.

Senator COCHRAN. Thank you very much Carlos. You are a very impressive example of the success of the Chapter I program and your testimony is very helpful to the Committee as we assess the importance of this program throughout the country.

I was particularly interested in your comment about reading. Using reading skills at home that you have learned in school and the parental support you have received is a very important aspect of this type program. I remember you alluded to Mark Twain. He said, "A person who doesn't read good books is no better off than one who can't". That illustrates that we do not appreciate those skills and the learning that we acquire nor do we appreciate what it equips us to do.

I think the importance of parental support is also illustrated by Mrs. McDonald's when we talked about the importance of supervisory counsel. Tell us the way you go about getting participation in your school district in the advisory counsel with parents or other community citizens to help support what you are doing at school.

Mrs. MCDONALD. Our advisory counsels act as—we are a liaison part of the committee with the rest of the committee. They get the materials out, we help them to understand what we are doing, they get volunteers to do certain things that need to be done and they all around are helpful to us with the parents.

Senator COCHRAN. I know that Carlos Day pointed out what his mother does in terms of being a motivator. Carlos, is that an important aspect of the Chapter I program for parents to get involved in their children's curriculum?

Mr. DAY. Yes, sir, I think that real important for parents to get involved and push you forward to your certain goal. My mother and her mother before that, she encouraged my mother to read more and she just tries to make me read as she does to be a success in life.

Senator COCHRAN. I noticed the pen pal program discussed by Dr. Robbins having an impact on the students. Were California and Wisconsin the two States you mentioned? Is that a unique program just in the Lafayette County District or is that something that is done in other schools?

Dr. ROBBINS. It seems that this year there is a good bit of writing back and forth. Some of the regular classroom teachers have mentioned being contacted and our teachers picked up on it and had extra time and had assistance from the teacher aides to help with the students and then video tape swapping back and forth, that was just wonderful.

Senator COCHRAN. That sounds like a great idea. I just wondered whether it was unique to that district, or whether it was something that was acquired nationwide, or some kind of suggestion or guidelines from the Washington office. This is something we can take back and share and

I would think it would be the talk around the country. That sounds like a great idea.

Mrs. McDonald, the reading specialist who were made available to Tunica after 1975, there were not any before then and what an impact that has made. Do you think that is a program that is worth while and should be continued or should be made a part of the Chapter I program?

Mrs. McDONALD. I think it very much so is because if there is something that you do not know you most certainly cannot teach it. These were teachers who may have been elementary majors. One or two of them at that time may have been. I think one was a business major but they had to go back to school and learn the skills to be taught in reading; therefore, now they know what they are teaching.

Senator COCHRAN. Dr. Matthews, is this something that we have available in all Chapter I programs?

Dr. MATTHEWS. In the matter of reading specialist under state jurisdiction there are requirements a reading teacher must have. In fact, they are the special certification that Mrs. McDonald spoke of. Currently there are 563.73 FTE reading teachers, therefore reading specialist in the state serving Chapter I students statewide.

Senator COCHRAN. Do you see in your evaluation of the Chapter I program, Dr. Matthews, any improvement or changes that should be made in the program as far as you are concerned? Based on observation, what would they be?

Dr. MATTHEWS. As guest studies when I teach would be yes sir, I am, but I really appreciated Mrs. McDonald's statement when she said we are getting better and we will get even better. Therefore I do believe there is already room as long as there are percentile scores not yet achieved for us to move into them. I am pleased with the progress and I think that we will continue to improve the scores if we are reporting for nationwide observation in reading and mathematics. To say there is a single thing, no, sir I do not believe I can pin point a single thing that would make the reading math course better, although am in agreement with your accountability measures in Hawkins-Stafford to say that we must be more careful that the spearheads were our funds and there must be a careful targeting involved, particularly our parents and other program improvements as long as they are written in the law. As we implement those sections I do believe that our scores will continue to be better.

Senator COCHRAN. We seem to have increases for budget requests to be approved in recent years for Chapter I programs. Do you think that may be justified on the basis of the experience that we have had here in Mississippi?

Dr. MATTHEWS. To request more funds, yes, sir, I do, to have more funds available.

Senator COCHRAN. In this morning's session, I made a point of calling attention to the request for funding that we have been told about in the present budget for increases for over $151 million in the Chapter I program. Congress may appropriate more than that or the budget committee may approve more than that. I was just wondering what your experience has been in terms of whether or not that is justified. Do we have a need to continue to expand that program?

Dr. MATTHEWS. Yes, sir, in the final eyes I think it is justified. I side with these fellow witnesses in that they have given you testimony of their individual school districts and they are not selective. And also I point out in my testimony to you I sited 21,000 children that we know of who are not being serviced, so in a real sense there are those children who have not yet had the opportunity for

supplementary instruction to become these success stories that Dr. Robbins and Mrs. McDonald and Carlos have shared with us and so yes, there is a need and as we find or the Congress is able to find and pass on the funds for additional compensatory education programs I do believe it will make a difference nationwide.

Senator COCHRAN. I pointed out in my opening statement that we are getting some additional funding because the concentration grant program under Chapter I provides over $4 million for Mississippi. It is not a misplaced appropriation.

Dr. MATTHEWS. I agree, it is not misplaced appropriation. The 4.3 concentration grant in our particular case will go pretty much statewide. There are four counties that are not eligible for the concentration grant under the formula but even in one of those I believe that would be an eligible school district and then to satisfy the two percent we would be able to give that particular school district its share of concentration money. But yes, that is not lagniappe. While it may be unexpected they are most appreciative of it and it will be used to good advantage in our case.

Senator COCHRAN. Dr. Robbins, in your school district I know you have an abundance of those bad mouthing about the way the funds can be used and the way you spend the money. Is this program structured too tightly? Should there be more flexibility for local decision making in the way to choose how to use the funds? What is your opinion of that?

Dr. ROBBINS. I do not think it is structured too tightly. It gives us the freedom to spend money on our children and it also protects that money from being misused. People always want to get at your money and supplies and the guidelines let those of us in authority say we cannot do it. And therefore the money is spent where it needs to be spent.

Senator COCHRAN. I appreciate very much this panel being here today and I think the contribution that each of you has made is very important. I think the committee is going to understand better how the program is working and will benefit from some of the success stories of the students who have graduated from our schools because of the opportunity to stay in the Chapter I program. Mrs. McDonald pointed out some specific examples of students who have gone on to achieve very important successes in their lives because of Chapter I. And Carlos Day, you are a living example of one of our youth who challenged it. You have spoken very honestly today about the importance of this program and what it has meant in your life.

Thank you very much for being here and helping us in this way.

Let me again ask the next panel to approach the witness table. This is a panel that represents the state organizations interested in and involved in education. This panel consists of: Peggy Peterson, President, Mississippi Association of Educators, Jackson, MS; Maryann L. Graczyk, President, Mississippi American Federation of Teachers, Biloxi, MS; Dr. Betty Ann Jones, President-Elect, Mississippi Professional Educators, Long Beach, MS; Daisy B. Cobbins, President, Mississippi Parents and Teachers Association, Jackson, MS.

I appreciate so much your accepting our invitation to come here today and to be a part of the effort our committee is making to

become better acquainted with our educators and activities in Mississippi specifically the Star Schools program and Chapter I and what it means to our State. As we have done with our previous panels, we have statements which you have prepared for us and we thank you for those. We will include them in the record in their entirety and ask you each to proceed with your presentation. After everybody has completed their statement, we will ask questions and discuss what you have stated. Let us begin with Peggy Peterson, President, Mississippi Association of Educators.

STATEMENT OF PEGGY PETERSON, PRESIDENT, MISSISSIPPI ASSOCIATION OF EDUCATORS, JACKSON, MS; MARYANN L. GRACZYK, PRESIDENT, MISSISSIPPI AMERICAN FEDERATION OF TEACHERS, BILOXI, MS; DR. BETTY ANN JONES, PRESIDENT-ELECT, MISSISSIPPI PROFESSIONAL EDUCATORS, LONG BEACH, MS; AND DAISY B. COBBINS, PRESIDENT, MISSISSIPPI PARENTS AND TEACHERS ASSOCIATION, JACKSON MS

Ms. PETERSON. I first have to thank you for the opportunity but also tell you that being a native of Mississippi and you said 5 minutes, we usually take that time to say hello, but hopefully I can hurriedly get through my comments.

Senator COCHRAN. We appreciate that.

Ms. PETERSON. As you are no doubt aware, service levels for Chapter I compensatory education programs for disadvantaged students have declined sharply over the past eight years. In the 1980-81 school year, some 7 million students nationwide participated in Chapter I. For the 1989-90 school year, only 5.6 million students will be served. At the same time, the number of children in need is growing. Today, Chapter I is serving only 40 percent of the eligible children.

Nowhere is this more obvious than in Mississippi. Since fiscal year 1980, Mississippi has lost more than $16 million in Federal Chapter I resources after accounting for inflation. It would cost some $153 million to serve all Mississippi students eligible for Chapter I services in the 1990-91 school year. That would require an increase in Federal funding of more than $70 million over current levels.

Since fiscal year 1980, Mississippi has lost some $42 million in nine of the largest Federal education programs as a result of inflation and budget cuts. More than any other State, Mississippi is dependent on Federal resources for education—15.7 percent of revenue for public elementary and secondary schools now comes from the Federal Government.

I have included with my testimony a table that indicates the loss of Federal funds to Mississippi for Chapter I and other programs from fiscal year 1980 to fiscal year 1989 when the appropriations are adjusted for inflation.

The Federal Government must become more of a full partner in assisting States and local school districts to meet student needs.

Our association, the Mississippi Association of Educators, is committed to bringing about educator reform in Mississippi that gives our students the opportunity to compete in a global economy. To do

this, Mississippi and other states need more of a commitment from the Federal Government.

Please help the students of Mississippi by increasing the levels of Federal funding to at least the levels necessary to overcome the losses due to inflation.

A few quick comments related to Star Schools. Because of the limited time today, will only speak briefly regarding Star Schools.

The Mississippi Association of Educators supports continued funding for this program. We believe that the use of telecommunication can be a valuable enhancement to learning opportunities.

However, we must express two points of caution regarding Star Schools:

First, this type of learning experience cannot be looked upon as a panacea. We believe that telecommunication should be used as a tool to provide enrichment, but, should not attempt to displace the activities and opportunities afforded students by on-site professional teachers.

Second, because of the lack of local revenues, many districts in Mississippi will be unable to provide this type of service to their students. As we understand the program local school districts must pay a fee for those students who use the telecommunication programming in their schools.

The Star Schools program should be continued and revenues added to make this service available to all students in Mississippi.

[The prepared statement of Ms. Peterson follows:]

PREPARED STATEMENT OF PEGGY PETERSON

MISSISSIPPI ASSOCIATION OF EDUCATORS

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Please help the students of Mississippi by increasing the levels of federal funding to at least the levels necessary to overcome the losses due to inflation.

STAR SCHOOLS

Because of the limited time today, I will only speak briefly regarding Star Schools.

The Mississippi Association of Educators supports continued funding for this program. We believe that the use of telecommunication can be a valuable enhancement to learning opportunities.

However, we must express two points of caution regarding Star Schools:

First, this type of learning experience cannot be looked upon as a panacea. We believe that telecommunication should be used as a tool to provide enrichment, but, should not attempt to displace the activities and opportunities afford students by on-site professional teachers.

Second, because of the lack of local revenues, many districts in Mississippi will be unable to provide this type of service to their students. As we understand the program, local school districts must pay a fee for those students who use the telecommunication programming in their schools.

The Star Schools program should be continued and revenues added to make this service available to all students.

Final Appropriations FY89 vs. Inflation Adjustment

Mississippi State Table
Appropriations, Thousands of Dollars
For Selected Education Programs

Program	Final Approp. FY80 (School Year '80-'81)	FY80 Adjusted * for Inflation (School Year '89-'90)	Final Approp. FY89 (School Year '89-'90)	Difference Final Approp. FY89 vs. FY80 Adjusted for Inflation	Cost of Ful Funding FY90 (School '90-'91
ECIA Chapter I (ESEA Title I Basic Grants)	73433	97795	81501	-16294	152587
State Block Grant (ECIA Chapter II)	6460	14245	5609	-8636	N/A
Impact Aid (not forward funded)	4397	7705	4162	-3543	N/A
Education for the Handicapped	9172	20868	23755	2887	112350
Vocational Education	8733	15211	11446	-3765	N/A
Adult Education	1298	2424	1904	-520	N/A
Bilingual Education	81	1921	909	-1012	4061
Math and Science	0	0	1858	1858	N/A
Pell Grants	38525	65236	67145	1909	88209
Supplemental Educational Opportunity Grants	4942	8412	5736	-2676	N/A
College Work Study	9072	15324	9792	-5532	N/A

*NOTE: Figures for FY80 Adjusted for Inflation represent amounts required to maintain FY 1980 funding levels after accounting for inflation. Inflation (CPIU) is measured for the period of a Federal fiscal year (October 1 through September 30).

**NOTE: Full Funding estimates for ECIA Chapter I and Education for the Handicapped only represent Basic Grants to Local Education Agencies and Handicapped Basic State Grants, respectively. FY 1989 inflation estimates for ECIA Chapter I and Bilingual Education are derived from projections by Data Resources, Inc.

An N/A indicates that full funding estimates are not applicable.

Prepared for HEA by Fiscal Planning Services, Inc., Washington, D.C.

Final Appropriations FY89 vs. Inflation Adjustment

NATIONAL TABLE
Appropriations, Thousands of Dollars

Program	Final Approp. FY80 (School Year '80-'81)	FY80 Adjusted * for Inflation (School Year '89-'90)	Final Approp. FY89 (School Year '89-'90)	Difference Final Approp. FY89 vs. FY80 Adjusted for Inflation	Cost of Full Funding FY90 (School '90-'91)
Education Department	14399100	24996838	21900592	-3096246	N/A
SELECTED FEDERAL EDUCATION PROGRAMS:					
ECIA Chapter I	3221099	5591828	4570246	-1021582	6893269
State Block Grant (ECIA Chapter II)	803513	1394899	491728	-903171	N/A
Impact Aid (not forward funded)	825000	1432200	733096	-699104	N/A
Education for the Handicapped	1049025	1821107	1966438	145331	8416533
Vocational Education	801841	1391996	961044	-430952	N/A
Adult Education	100000	173600	136344	-37256	N/A
Bilingual Education	171763	298181	151946	-146235	1355832
Math and Science	0	0	137332	137332	N/A
Pell Grants	2528000	4388608	4489315	95307	6090000
Supplemental Educational Opportunity Grants	370000	642320	437972	-204348	N/A
College Work Study	550000	954800	610097	-344703	N/A

*NOTE: Figures for FY80 Adjusted for Inflation represent amounts required to maintain FY 1980 funding levels after accounting for inflation. Inflation (CPIU) is measured for the period of a federal fiscal year (October 1 through September 30).

**NOTE: Full Funding estimates for ECIA Chapter I and Education for the Handicapped only represent Basic Grants to Local Education Agencies and Handicapped Basic State Grants, respectively. FY 1989 inflation estimates for ECIA Chapter I and Bilingual Education are derived from projections by Data Resources, Inc.

An N/A indicates that full funding estimates are not applicable.

Senator COCHRAN. Thank you very much for your statement.

Mrs. GRACZYK.

Mrs. GRACZYK. My statement begins, Good morning. I thought this would be finished in the morning. Thank you for the opportunity to be with you today.

When I heard that we were coming to speak before you today I began to ferret out statistical data and decided not to do that in the oral presentation but to include that in the written presentation and instead I want to speak to you today on statistics.

Our Governor and his wife are spearheading efforts against illiteracy in this state. And because of their efforts this state recently had the privilege of hosting a national conference on the subject of literacy. How profound that Mississippi with a population of almost 700,000 functional illiterates, a very high dropout rate and a very high proportion of children-at-risk, should be the host of a conference dedicated to eradicating illiteracy.

Mississippi has led the Nation in Education Reform long before mandates raced through other legislative agendas. Our own State Department of Education and State Superintendent are continually striving to attain the best programs and the most dollars for these programs.

Having worked along with these groups over the years, we in Mississippi American Federation of Teachers can attest that while ideas abound for educational improvement, financing those improvements is another matter.

Mississippi, ranking the lowest in per capita earnings in the nation, has an economic base that can hardly be expected to sustain the ever increasing needs of education. Even with all of its reforms and progress, there is still a great deal of catching up to do if we are to assure that our children will be able to compete economically and function as productive citizens within our own state, our nation and even beyond.

The number one goal of the Mississippi American Federation of Teachers is quality education for every child in Mississippi. All of our efforts are geared to the attainment of this goal. We are assured that the Governor's office and the State Department of Education share with us in this priority.

Setting goals and priorities are one thing; attaining then is another. And the sad truth is that while many goals can be reached in nonmonetary ways, education, if it is to be successful, must be funded adequately.

In January, President Reagan submitted his final budget recommendations to Congress. In this budget, he recommended freezing education funds at the fiscal year 1989 level. When considering the effect of inflation on the purchasing power of the dollar, President Reagan's action actually amounts to a cut of $800 million in educational funds. A freeze put on allocations does nothing to stop rising costs and needs.

President Bush presented revisions to the budget on February 9. This included a list of education initiatives. Some of these might even benefit the children of Mississippi. But his proposal placed the remainder of the education programs at risk of being drastically cut.

Between fiscal year 1980 and fiscal year 1989, funding for the Department of Education while increasing on paper, actually declined by 4.1 percent in real dollars. Funding for Chapter I, a focus of today's hearing, decreased by 12.8 percent in real dollars.

Many of the members of our organization are Chapter I teachers. I was a Chapter I teacher, having taught in Mississippi for 14 years, 5 of which were spent in Chapter I. No one can give you the impact of cuts or freezes better than someone who has had to endure them. Neither can we recall those budget restraints without having come to mind the children we serve. Some of them and the impact that education or lack of education has had on our lives are a constant reminder of the need there is for adequate funding in Mississippi.

Donna was one of the children taught in a Chapter I program. A frail, second grader, Donna was typical of the child we label disadvantaged. Poverty, illiteracy, constant need were her life. She qualified for the Chapter I program. And because of it, she bloomed like a flower into a young lad now a woman, equipped to handle her life as a productive person contributing to the community in which she lives. Donna, who could not read, comprehend or compute when she entered our program, has completed some college and has a job. She, unlike her family before her, has broken the welfare dependency cycle.

Donna is a success story. Chapter I is dedicated to providing educational services for disadvantaged children. Although highly successful, this program serves only about one-half of the eligible students. In fact, it now serves 500,000 fewer students than it did in 1980. The need to adjust to the real dollar world forces school districts to limit the services. This means that some children are left out.

Douglas was one of these children. Douglas was one of those poverty kids who would have qualified if there had been more money in the program. He was a borderline Chapter I entrant; one of those students whose test scores and economic conditions show that he needs the program, but who is wiped out when criteria is adjusted to suit the dollars in hand.

Douglas was bright. The problem was that his brightness did not have a chance to come through. Poverty, bad housing under nourishment, family illiteracy, all overshadowed his potential. I did have Douglas in the Chapter I program for 1 year. The program was cut not to include his grade level the next year because of inadequate funding. The ravages of the under privileged have developed over a period of time so more than a year is needed for most students to make a complete turn around.

Achievements and hope nurtured in one year needed more time to become fully developed. When Douglas was left out of the program the following year, the strides that had been made slowly diminished. Poverty and frustration eventually won. Douglas became truant, then ran away and became involved in small crimes. One of these, the theft of a radio, was just a few dollars high enough to land him in jail. And on the night that he landed in jail he also died in the Biloxi jail fire.

There are a lot of Donnas' and Douglas's in Mississippi. What is most alarming is that the need to help them and children this

Nation gets greater every day. According to the Congressional Research Service and the Congressional Budget Office, more than 22 percent of all children in the United States live in poverty. What a sad commentary on the greatest nation in the world.

These children are educationally disadvantaged and desperately need the Chapter I program. Rather than freezing the funds, the allocations should be increased to include expanding programs, such as family literacy.

Freezing Chapter I funds will result in real dollar cuts of approximately 46 percent. While President Bush has talked about the positive aspects of his suggested programs, he has not mentioned the down-side of the freeze and its impact on Chapter I programs. If we truly care about the Donnas' and the Douglas's in Mississippi and across this Nation, then surely we must find such freezes unacceptable. If Chapter I did not have a proven record of success, freezing or cutting the program would make sense. But it is a successful program and needs to be funded adequately and expanded.

According to Fortune magazine, taxpayers pay about $4,000 a year to send a child to school, and about $14,000 a year to keep a prisoner in jail.

It is so ironic that we were not able to have enough money to keep Douglas in a Chapter I, but had he lived and stayed in jail, we would have had to fund $14,000 a year to keep him there.

On behalf of the Donnas' and the Douglas's in Mississippi the Mississippi American Federation of Teachers urges you to make this a "kinder and gentler" nation by providing for the needs of these children who are our future.

Thank you.

[The prepared statement of Mrs. Graczyk follows:]

PREPARED STATEMENT OF MARYANN L. GRACZYK

Good morning and thank you for the opportunity to speak with you today.

I am Maryann Graczyk, President of the Mississippi American Federation of Teachers, AFL-CIO.

When invited to participate in this hearing, I immediately began to ferret out statistics to impress upon this hearing the dire need for federal dollars in the state of Mississippi. Having seen the list of speakers, however, I was convinced that citing statistics would be echoing their expert presentations.

So, while I have included statistical data in my written presentation, I would like to focus, during this brief time with you, on the humanity behind the statistics.

Our Governor and his wife are spearheading efforts against illiteracy in this state. Because of their efforts, this state recently had the privilege of hosting a national conference on the subject of literacy. How profound that Mississippi with a population of almost 700,000 functional illiterates, a very high dropout rate and a very high proportion of children-at-risk, should be the host of a conference dedicated to eradicating illiteracy.

Mississippi has led the nation in Education Reform long before mandates raced through other legislative agendas. Our State Education Superintendent and State Board of Education are continually striving to attain the best programs and the most dollars for those programs.

Having worked along with these groups over the years, we in MAFT can attest that while ideas abound for educational improvement, financing those improvements is another matter.

Mississippi, with its low income base, squeezes more out of its education dollar than any other state. This affirmation was stated publicly by former Secretary of Education Bell when he visited the state.

While this state struggles to take hold of its destiny against the tremendous barriers of low-paying jobs and unemployment, its coffers are emptied quickly as it tries to meet the needs of its citizens. This state simply cannot, on its own resources, adequately fund the education programs it desperately needs.

Mississippi, ranking the lowest in per capita earnings in the nation, has an economic base that can hardly be expected to sustain the ever increasing needs of education. Even with all of its reforms and progress, there is still a great deal of catching up to do if we are to assure that our children will be able to compete economically and function as productive citizens within our own state and national borders, but with the world at large. Just as a chain is only as strong as its weakest link, so too is a state and country as strong as its weakest member.

The federal government clearly has a responsibility to address education in terms of a national perspective that places a high priority on investment in all human resources that impact on the entire nation. A visit to our cities, our counties, our schools can give you a clear picture of the poverty, the deprivation, the frustration that faces educators on a daily basis.

The number one goal of the Mississippi American Federation of Teachers is quality education for every child in Mississippi. All of our efforts are geared to the attainment of this goal. We are assured that the Governor's office and the State Department of Education share with us in this priority.

Setting goals and priorities are one thing; attaining them is another. And the sad truth is that while many goals can be reached in non-monetary ways, education, if it is to be successful, must be funded adequately.

In January, President Reagan submitted his final budget recommendations to Congress. In this budget, he recommended freezing education funds at the FY 1989 level - $21.9 billion. When considering the effect of inflation on the purchasing power of the dollar, President Reagan's action actually amounts to a cut of $800 million in education funds. A freeze put on allocations does nothing to stop rising costs and needs.

President Bush presented revisions to the budget on February 9. This included a list of education initiatives. Some of these might even benefit the children of Mississippi. But his proposal placed the remainder of the education programs at risk of being drastically cut.

When comparing budgets, it is not enough to see if the dollars allocated are going up or down. We must calculate what these figures mean in real dollars. A budget allocation may be raised but this does not mean that it is meeting the needs of the new budget in the real world.

An example would be the cost of textbooks. In 1980, a book may have cost $6.00. If the budget allocation were to increase a dollar each year, it appears to show an increase in support. But that fact is that a $1.00 increase a year for the past eight years would not meet the real world's cost of the textbook today. So the budget is inadequate. The same is true when a freeze is placed on funds. Costs rise while funding diminishes. Schools cut back on their services and the ultimate victim is the student.

Between FY 1980 and FY 1989, funding for the Department of Education while increasing on paper, actually declined by 4.1% in real dollars. Funding for Chapter I, a focus of today's hearing, decreased 12.8% in real dollars.

Many of the members of our organization are Chapter I teachers. I was a Chapter I teacher in Mississippi for more than five years. No one can give you the impact of cuts or freezes better than someone who has had to endure them. Neither can we recall those budget restraints without having come to mind the children we serve. Some of them and the impact that education or lack of education has had on their lives are a constant reminder of the great need there is for adequate funding in Mississippi.

Donna was one of the children I taught in a Chapter program. A frail, second grader, Donna was typical of the child we label disadvantaged. Poverty, illiteracy, constant need were her life. She qualified for the Chapter I program. And because of it, she bloomed like a flower into a young lady, now a woman, equipped to handle her life as a productive person contributing to the community in which she lives. Donna, who could not read, comprehend or compute when she entered our program, has completed some college and has a job. She, unlike her family before her, has broken the welfare dependency cycle.

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Douglas was bright. The problem was that his brightness didn't have a chance to come through. Poverty, bad housing, undernourishment, family illiteracy, all overshadowed his potential. I did have Douglas in the Chapter program for one year. The program was cut not to include his grade level the next year because of inadequate funding. The ravages of the underprivileged have developed over a period of time so more than a year is needed for most students to make a complete turn around.

Achievements and hope nurtured in one year needed more time to become fully developed. When Douglas was left out of the program the following year, the strides that had been made slowly diminished. Poverty and frustration eventually won. Douglas became truant, then ran away and became involved in small crimes. One of these, the theft of a radio, was just a few dollars high enough to land him in jail. On that very night, Douglas died in the Biloxi jail fire.

There are a lot of Donnas and Douglas's in Mississippi. What is most alarming is that the need to help them and children across this nation gets greater every day. According to the Congressional Research Service and the Congressional Budget Office, more than 22% of all children in the United States live in poverty. What a sad commentary on the greatest nation in the world.

These children are educationally disadvantaged and desperately need the Chapter I program. Rather than freezing the funds, the allocations should be increased to include expanding programs, such as family literacy.

The Committee for Education Funding, a coalition of 100 education organizations, issued a call on January 5, 1989 for $2.5 billion in new federal funds for education. This would be the first of a four-year effort to bring the federal investment in education back to the level of 1980.

In 1980, education received 2.5 percent of the federal budget; at present it receives about 1.7 percent. Translated into dollars, this means a difference of nearly $10 billion per year.

A restored investment in education is needed to regain the nation's competitive stature with other economies, to provide competent personnel for a strong defense and firm foundations for growth and prosperity.

Freezing Chapter I funds will result in real dollar cuts of approximately 46 percent. While President Bush has talked about the positive aspects of his suggested programs, he has not mentioned the down-side of the freeze and its impact on Chapter I programs. If we truly care about the Donnas and the Douglas's in Mississippi and across this nation, then surely we must find such freezes unacceptable. If Chapter I did not have a proven record of success, freezing or cutting the program would make sense. It is a successful program, however, and needs to be funded adequatley and expanded.

The Council for Economic Development estimates that each $1 spent in early pre-school intervention programs saves $5 in remedial education, welfare and crime control.

According to Fortune magazine, taxpayers pay about $4,000 a year to send a child to school, and about $14,000 a year to keep a prisoner in jail.

It is so ironic that we were not able to have enough money to keep Douglas in a Chapter I program, but had he lived and stayed in jail, we would have had to fund about $14,000 a year to keep him there.

On behalf of the Donnas and the Douglas's in Mississippi, the Mississippi American Federation of Teachers urges you to make this a "kinder and gentler" nation by providing for the needs of those children who are its future.

DECLINING FEDERAL FUNDS FOR EDUCATION:

Between FY 1980 and FY 1989, overall funding for the department of Education (which includes most education programs) declined by 4.1%, in real dollars (i.e. adjusted for inflation).

For selected federal programs, in real dollars, the percentage change is as follows:

(Elementary-Secondary Education)	
Chapter I, Compensatory Education	-12.8%
Chapter II, Education Block Grant	-62.6%
Bilingual Education	-46.8 %
Impact Aid (in lieu of taxes on federal land)	-42.6%
Education of the Handicapped, State Grants	+3.5%
Vocational Education	-28.1%
Adult Education	-0.5%
(Higher Education)	
Pell Grants	+26.6%
Supplementary Educational Opportunity Grants (for students with exceptional need)	-18.4%
College Work Study (for part-time jobs)	-23.6%
Perkins Loans (formerly Nat'l Direct Loans)	-52.9%
Guaranteed Student Loans (which shows the growing dependence of the poor on loans)	+29.0%
TRIO (Support Services, Talent Search, Upward Bound etc.)	-13.1%
Department of Education activities relating to Education Research and Statistics	-45.6%

STATEMENTS OF THE NEED FOR EDUCATIONAL INVESTMENT:

The very successful Chapter I program, providing supplementary educational services for disadvantaged children, now serves only about one-half of the eligible students. It serves 500,000 fewer students than in 1980. This is due to lack of adequate funding.

Head Start, though not a Department of Education program, provides essential services. It now has sufficient funding to serve only about one-fifth of the eligible children (usually ages 3 to 5).

Pell Grants, for needy college students, which covered nearly 50 percent of total college costs in 1979, now covers only about 29 percent.

The need for educational assistance to the disadvantaged has increased dramatically in recent years. In 1973, 19 percent of all children in America's youngest primary families (those with family heads under age 25) were poor, today more than half (54%) are poor. (from The Forgotten Half)

More than one-fifth (22%) of all children live in poverty. (data from Congressional Research Service and Congressional Budget Office)

Conservative estimates suggest that as many as 30 percent of all children are educationally disadvantaged because of poverty, racial discrimination, or neglect. (Council For Economic Development)

There is a growing disparity of earnings between dropouts, high school graduates, and college graduates. In 1986, 20 to 24 year-old dropouts earned on the average, in real dollars, 42 percent less than similar dropouts 13 years earlier. The average black, school dropout earned 60 percent less. (from The Forgotten Half)

From 1959 to 1986, earnings for young men who quit high school fell by 26 percent, adjusted for inflation. The earnings of high school graduates dropped by 9 percent. (from Businessweek) Thus, the individual, social, and economic consequences of not investing in education have grown more serious.

Economist Edward Dennison found that U.S. economic growth between 1948 and 1982 was in one-third part due to increased education of the U.S. workforce, one-half due to technological innovation and increased know-how (which also depends upon education), and only fifteen percent due to increased capital investment. (from Businessweek) Thus, educational investment is vital to reestablishing a competitive U.S. position in international markets and reducing the U.S. trade deficit.

According to Pat Choat, T.R.W. Office of Policy Analysis, "Most of us, after the age of 25, change occupations three times and jobs six times." (from Businessweek) Thus, there is a great and increasing need for all workers to have the educational background to adapt to occupational changes - as well as technological changes.

We can no longer afford throw-away youth. The U.S. is facing a shortage of young, skilled workers. The 16 to 24 age group is projected to decline from nearly 23 percent of the nation's population in 1955 to only 15 to 16 percent in 1995. At the same time, a much higher proportion of these youth will be poor, minority, and educationally at-risk. (from The Forgotten Half)

To illustrate the greater economic dependence on a smaller cohort of young workers, in 1955 there were more than eight active workers for each retiree receiving Social Security payments. By the year 2000, the ratio will drop to about three-to-one. (Social Security Administration) Clearly, every eligible worker must be prepared for full productivity.

COST BENEFIT OF EDUCATIONAL PROGRAMS:

The federal government invested $7 billion in G.I. educational benefits for 2.2 million former military personnel. An assessment by the Joint Economic Committee of Congress shows that the nation received, based on estimates of the total output of goods and services, at least $5 (and perhaps as much as $12.50) for each $1 invested.

The Council for Economic Development estimates that each $1 spent in early pre-school intervention programs saves $5 in remedial education, welfare, and crime control.

According to Fortune magazine, taxpayers pay about $4,000 a year to send a child to school, and about $14,000 a year to keep a prisoner in jail. Of prison inmates, 62% are high school dropouts.

Research by the High/Scope Educational Research Foundation determined that one year of quality pre-school cuts the likelihood of becoming a dropout by one-third.

The American Agenda, by former presidents Gerald Ford and Jimmy Carter, states that each year's school dropout class costs the country $340 billion in lost productivity and forgone taxes.

CALLS FOR INCREASED EDUCATION FUNDING:

The Committee For Education Funding, a coalition of 100 education organizations, issued a call on January 5, 1989 for $2.5 billion in new federal funds for education. This should be the first step in a four-year effort to bring the federal investment in education back to the level of 1980. In 1980 education received 2.5 percent of the federal budget, and now receives about 1.7 percent. This amounts to a difference of nearly $10 billion per year. The Committee For Education Funding believes the lost investment in education must be restored if the nation is to regain its stature as an internationally competitive economy, provide the personnel for a strong defense, and lay the foundation for future economic growth and prosperity. Specifically, the committee calls for $768 million to adjust federal education programs for the costs of inflation, $800 million to provide a modest investment in elementary and secondary education programs aimed at disadvantaged students, $800 million for a similar investment in higher education programs for the disadvantaged, and $150 million for new initiatives and for other education programs.

Congressman Augustus Hawkins, in testimony before the House Budget Committee on March 8, 1989, called for funding in the amount of $5.465 billion over the FY 1989 level for essential education, training, and early childhood health and development programs. The Hawkins Plan is entirely consistent with the proposal of the Committee For Education Funding, but broadens the initiative to include early childhood health, education, and development needs, and includes funding to enhance worker training and to fight the dropout and drug problems. Chairman Hawkins proposes that his initiative be funded out of the $81.5 billion in additional revenues anticipated for FY 1990 by the Administration. The Hawkins Plan is deserving of our full support.

Senator Tim Worth (D – Colorado) offered a proposal in the Senate Budget Committee, on March 17, 1989, which incorporates the Committee For Education proposal and adds a number of important investments in education and education-related services. These include funds over the FY 1989 levels of $500 million for Head Start, $150 million for teacher training, $50 million for Drug Free Schools, $200 million for child nutrition, $250 million for maternal and child health care. The Tim Wirth initiative is important, inasmuch as Senator Wirth is a member of the Senate Budget Committee. Essentially comparable proposals have now been introduced into both the Senate and Hose budget deliberations. Both proposals deserve our full support.

PRESIDENT BUSH'S PROPOSAL FOR EDUCATION SPENDING:

In his amendment to the Reagan budget submission on February 9, 1989, President Bush proposed initiatives amounting to $441 million for education. These included:

Merit Schools	$250 Million
Awards For Excellent Teachers	$8 Million
National Science Scholars	$5 Million
Alternate Teacher and Administrator Certification	$25 Million
Experiments For Educational Achievement	$13 Million
Historically Black Colleges	$10 Million
Drug Free Schools	$25 Million
Homeless Literacy	$3 Million
Homeless Education	$3 Million

President Bush has stated that he wants to be "the education president," and his initiatives have received much attention. However, those individuals who are not familiar with federal budgetary procedures are not aware of the hidden dangers in the Bush plan. All of the remaining education programs, with few exceptions are included in a "black box" with most other discretionary programs (programs that depend upon annual appropriations) which would be frozen (i.e. no inflation adjustment) at the FY 1989 level in "outlays." What this means is that for any one program which receives an inflationary adjustment (which is necessary to avoid a cut in services) there must be an offset by a comparable cut in another program. Or, the alternative is to simply freeze all "black box" programs at their FY 1989 level in "outlays."

The problem with an across-the-board "outlay freeze" is that programs such as education which are "forward-funded" receive massive, disproportionate cuts. If such a freeze went into effect, some have forecast that Chapter I could be cut 46 percent, Handicapped Education cut 42 percent, Vocational Education cut 44 percent, Student Financial Assistance cut 15 percent, and so on. The Bush Administration has, of course, talked aobut the positive aspects of its program and not mentioned the possible down-side. It is important to realize, however, the potential danger which it represents. In addition to the danger of large across-the-board cuts, there is the danger of cutting existing programs in order to fund new programs that are not yet enacted into law - and maybe never will be.

While we have serious concerns that President Bush's funding proposals are underfunded and in some cases, misdirected, the Mississippi American Federation of Teachers, AFL-CIO, does applaud the President for omitting tuition tax credits and other proposals which would support private schools with public dollars. This is a welcomed change from the past years and is worthy of mention.

Senator COCHRAN. Thank you Mrs. Graczyk.

Our next speaker is Dr. Betty Ann Jones, Mississippi Professional Educators.

Dr. Betty Ann JONES. Thank you, Senator.

Mississippi Professional Educators represents approximately 4,000 educators in the State of Mississippi. We believe that the welfare of students should be above all considerations. And our top priority is that the upgrading of the educational level of Mississippi students.

Without a doubt, Chapter I is a vital force that is used in that process of continuing to upgrade the educational level of Mississippi students. Mr. Matthews brought to you today percentage data that shows statewide Chapter I has been a successful program. The example that 15 years ago a large percentage of our children on national norm achievement tests, their percentile placed in the lower cartel whereas recent data, the average Mississippi student is just slightly below the national norm. But we are seeing that these students, that Chapter I students are a vital part of this improvement. In achievement they have continued to show improvement for—since 1970 in reading and math achievement. As my cohort seated next to me has pointed out though, the economics of Chapter I does not look as bright for the state of Mississippi. There has been a decrease in the number of Chapter I personnel, administrative, instructional and support personnel. That decrease in personnel has caused a decrease, I think there is 5,500 less students being served presently than the average served during the 1974–79 school year. This current year over 20,000 students are presently not being served in those grade spans that we are offering Chapter I to. That number would be even much larger if you considered the grade spans that are not being served by Chapter I. An example of the school districts I can give is the one presently work with, grades three through eight. So those grades are not being served and those children are not being counted in the eligible people.

Upgrading the educational level of all students is a real possibility, as you heard this morning through the Star Schools program. This program has the potential to offer access to academic resources by overcoming barriers of geography, wealth, race, et cetera. Through the use of this sophisticated satellite technology the program can provide teachers and students in rural school access to courses in advanced mathematics, foreign language and science. Due to the lack of available teachers in the state of Mississippi it is a must that our schools make use of advanced technology. The Star Schools program will help to ensure that our students have a fair opportunity to prepare for national achievement tests, college entrance tests, and to teach, job market.

Hearings before congressional committees have revealed that President Bush supports the $21.9 billion budget request submitted by President Reagan with $441 million increase in new initiatives. His budget request and new education initiative fall short of meeting a number of educational needs. For states like Mississippi, which are already devoting considerable resources to improving educational standards and opportunities, the Bush cuts will make the task more difficult. State funding is not available at this time for such programs as Chapter I and Star Schools. The recommend-

ed elimination of Star Schools would mean access to advance mathematics, foreign languages and science courses would not be available for many students. The $151 million increase for Chapter I does not provide for inflation. When viewed in the best light the Bush increase for education would be about two percent. Two percent is well below the rate of inflation. The failure to provide for Chapter I called for last year in the Hawkins-Stafford Act (Approximately $500 million) will lower the number of children presently being served by Chapter I in Mississippi.

M.P.E. finds many, many merits in the new education initiatives proposed by President Bush; yet, we strongly support adequate funding of existing programs prior to the funding of new programs. Chapter I and Star Schools are two programs which should receive priority funding.

[The prepared statement of Dr. Jones follows:]

PREPARED STATEMENT OF DR. BETTY ANN JONES

Mississippi Professional Educators (M.P.E.) represents approximately 4,000 educators. We believe that the welfare of students must be placed above all considerations. Our top priority is to help upgrade the educational level of Mississippi children and youth.

Without a doubt, Chapter I funds are a vital force used in the process of continuing to upgrade the educational level of Mississippi students. Statewide data supports the effectiveness of the Chapter I Program. Fifteen years ago a large percentage of our students' percentile scores on nationally normed achievement tests were in the lower quartile. Recent data shows the average Mississippi student is now only slightly below national norms. Chapter I students are a part of this improvement in achievement scores. They have continued to show an improvement in both reading and mathematics since the early 1970's.

The picture is not as bright for the economic impact of Chapter I in Mississippi. There has been a decrease in the number of Chapter I administrative, instructional, and support services personnel. As a result 5,500 fewer students are being served than the average number of students served from 1974-79. Current information reveals that over 20,000 eligible students are not receiving Chapter I services in grade spans presently being served by Chapter I programs. It should be noted that the number of eligible students not being served would be much greater if statistics were available on the number of students who are eligible in grade spans that are not being served by Chapter I programs.

Upgrading the educational level of all students is a real possibility through the Star Schools Program. This program has the potential to offer access to academic resources by overcoming barriers of geography, wealth, race, and culture. Through the use of sophisticated satellite technology, the program can provide teachers and students in rural school access to courses in advanced mathematics, foreign language, and science. Due to the lack of available certified teachers in these subject areas, it is a must that advanced technology be used in our schools. The Star Schools Program will help to ensure that our students have a fair opportunity to prepare for national achievement tests, college entrance tests, and the job market.

Hearings before the House Budget Committee and the House subcommittee that oversees education appropriations have revealed that President Bush supports the $21.9 billion budget request submitted by President Reagan, with the addition of $441 million in new initiatives. His budget request and new education initiative fall short of meeting a number of educational needs. For states like Mississippi, which are already devoting considerable resources to improving educational standards and opportunities, the Bush cuts will make the task more difficult. State funding is not available at this time for programs such as Chapter I and Star Schools. The recommended elimination of Star Schools would mean access to advance mathematics, foreign language, and science courses would not be available for many students. The $151 million increase for Chapter I does not provide for inflation. When viewed in the best light, the Bush increase for education would be about two percent. Two percent is well below the rate of inflation. The failure to provide the increase for Chapter I called for in last year's Hawkins-Stafford Act ($500 million) will lower the number of children presently being served by Chapter I.

M.P.E. finds merit in the new education initiatives proposed by President Bush; yet, we strongly support adequate funding of existing programs prior to the funding of new programs. Chapter I and Star Schools are two programs which should receive top priority funding.

Senator COCHRAN. Thank you very much for your presentation.

We will now hear from Mrs. Daisy B. Cobbins, Mississippi Parents and Teachers Association.

Mrs. COBBINS. Mississippi PTA appreciates the opportunity to share the afternoon for Chapter I, program.

The central purpose of Mississippi PTA is to ensure that educational opportunities of all the children are met, that their needs are met. And therefore, our association of over 60,000 members appreciates the goals of Chapter I which are:

1. To help students develop and improve basic and functional reading skills
2. To help students appreciate different cultures and societies
3. To increase students' interest and ability in sharing pleasure and information through selected oral readings, and
4. To encourage students to form the lifetime habit of reading for information and pleasure.

We feel that this program is vital to strengthening our students in areas of needs for full participation in our education system.

There are 101,122 children in Mississippi enrolled in the Chapter I program. The city of Jackson has 6,973 children enrolled. These children and more to come should not be denied continued and improved benefits from Chapter I. Chapter I offers a clearly defined parent component which accounts for its level of success in many of its local programs.

The parent component provides for:

1. Input in program design
2. Effective communication through newsletters, video tapes, parent advisory council
3. Parent conferences
4. Training in parental responsibility
5. Effective involvement
6. Partnership in study habits
7. Accountability process for parents
8. Parent meetings

Even though occasionally parents have reservations at the beginning of their children's enrollment in the program, after a brief period of time, the quality, objectives and design of Chapter I win their total support. Mississippi PTA supports the funding of and further development of Chapter I in our State.

[The prepared statement of Mrs. Cobbins follows:]

PREPARED STATEMENT OF DAISY COBBINS

I AM DAISY COBBINS, PRESIDENT, MISSISSIPPI PTA. THE CENTRAL PURPOSE OF MISSISSIPPI PTA IS TO ENSURE THAT THE EDUCATIONAL NEEDS OF ALL CHILDREN ARE MET. THEREFORE, OUR ASSOCIATION VIEWS WITH APPRECIATION THE GOALS OF CHAPTER ONE -

1. TO HELP STUDENTS DEVELOP AND IMPROVE BASIC AND FUNCTIONAL READING SKILLS
2. TO HELP STUDENTS APPRECIATE DIFFERENT CULTURES AND SOCIETIES
3. TO INCREASE STUDENTS' INTEREST AND ABILITY IN SHARING PLEASURE AND INFORMATION THROUGH SELECTED ORAL READINGS AND
4. TO ENCOURAGE STUDENTS TO FORM THE LIFETIME HABIT OF READING FOR INFORMATION AND PLEASURE.

WE FEEL THAT THIS PROGRAM IS VITAL TO STRENGTHENING OUR STUDENTS IN AREAS OF NEEDS FOR FULL PARTICIPATION IN OUR EDUCATION SYSTEM.

- THERE ARE 101,122 CHILDREN IN MISSISSIPPI ENROLLED IN THE CHAPTER I PROGRAM. THE CITY OF JACKSON HAS 6,973 CHILDREN ENROLLED. THESE CHILDREN AND MORE TO COME SHOULD NOT BE DENIED CONTINUED AND IMPROVED BENEFITS FROM CHAPTER I.
- CHAPTER I OFFERS A CLEARLY DEFINED PARENT COMPONENT WHICH ACCOUNTS FOR ITS LEVEL OF SUCCESS IN MANY OF ITS LOCAL PROGRAMS.
- THE PARENT COMPONENT PROVIDES FOR -
  1. INPUT IN PROGRAM DESIGN
  2. EFFECTIVE COMMUNICATION (NEWSLETTER, VIDEO TAPES PARENT ADVISORY COUNCIL, ETC.)

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3. PARENT CONFERENCES
4. TRAINING IN PARENTAL RESPONSIBILITY
5. EFFECTIVE INVOLVEMENT
6. PARTNERSHIP IN STUDY HABITS
7. ACCOUNTABILITY PROCESS FOR PARENTS
8. PARENT MEETINGS

EVEN THOUGH OCCASIONALLY PARENTS HAVE RESERVATIONS AT THE BEGINNING OF THEIR CHILDREN'S ENROLLMENT IN THE PROGRAM, AFTER A BRIEF PERIOD OF TIME, THE QUALITY, OBJECTIVES AND DESIGN OF CHAPTER I WIN THEIR TOTAL SUPPORT. MISSISSIPPI PTA SUPPORTS THE FUNDING OF AND FURTHER DEVELOPMENT OF CHAPTER I IN THE STATE OF MISSISSIPPI.

Senator COCHRAN. Thank you very much Mrs. Cobbins. I was just making a note to myself to observe from the testimony to me and that parents are an essential element of Chapter I programs. They are actually a target as well as the student for it involves them to try to help provide support and motivation for the child. Is it your assessment and the matter of your association that that should be continued or is it something that takes too much of the time of the classroom teacher? What is your assessment of the way Chapter I programs are working in the effort to involve teachers and involve parents?

Mrs. COBBINS. I think it is very important. In fact, most of the training that we do in our Parent Teacher Association is similar to the training that takes place in Chapter I. In fact, information and style of training for parents is adopted for our association. The partnership between the parents and the teachers, that partnership is very important because once that child leaves the classroom and comes home you can just about tell the difference in his performance when he gets that support from the home and parents assume the responsibility and carry out the necessary support so that the child knows that education is important. And I think that the way that the parents are taught in Chapter I would be fine so that parents would not only be involved but they also would have a better understanding of the program so that they can be further involved. Now we will not just ask to also provide opportunity to train parents to be involved. That is important because a lot—I do not have any figures on this but just assume a large percentage of the parents may be limited or just may not have had opportunity that we really want the children to have and for Chapter I to have this training component for this parent involvement is a very important part of the program for the success of their child.

Senator COCHRAN. Dr. Jones, I know you have experience in the Chapter I program and I wonder whether you have any suggestions to make about modifications or improvements in the program.

Dr. JONES. I support Dr. Matthews comments earlier and I just would like to say I am excited over many of the things that are in the Hawkins amendment, especially the parent control is much stronger and if you like it you show it and am looking forward to those changes. This is a personal thing with me and I hear these numbers from different organizations and also we have to report to the state on things. I would like a definition that is current nationally on the word "eligible" that would mean the same everywhere. You know you have to make decisions on those kind of things and I used that in my testimony today about eligible students but that definition can vary and I am interested in what other states recorded, I am interested in what other organizations, when they use it, exactly what are they talking about.

Senator COCHRAN. This does not have anything to do with the Department of Education's definition?

Dr. JONES. No, but that information is given back to you and for those people that are there, I think national and you mentioned a consistent definition of eligible students throughout the country, if that is possible.

Senator COCHRAN. Mrs. Graczyk, you mentioned the subject of literacy and I was impressed when we had that conference in Jack-

son. Mrs. Mabus led that conference on literacy there. In fact I wish I could have been there. I sent her a note congratulating her on her leadership in this area. In that connection we had a hearing the other day in Washington of our committee on the subject of the Library Services and Construction Act that comes up for reauthorization this year. There is a provision in that Act that authorizes libraries to apply for grants to establish and carry forward programs addressing the literacy problem in local communities. I am hopeful that we can see that Act not only reauthorized, but expanded to include authority for grants to States to develop programs to address illiteracy problems using not only libraries, traditional library resources but computers, calling on this Nations resources that would be under the jurisdiction of those grantees. What would your reaction be to an enlarged discovery program that provides direct financial assistance through that Act to deal more effectively with problems of illiteracy in the States?

Mrs. GRACZYK. First I would say if you really meant it, very, very, very fine. But participation ended, everything there is broken up into sections. Some of the sections, adult literacy you just mentioned, some dealt with literacy in the work place, some dealt with family illiteracy, white collar family illiteracy areas more closely than any other in the workshop. However, some of these people from the library system does as well and it seems that a lot of those have extra funding, obviously which is needed for programs like that. But I would not want to encourage funding that might cut programs already in existence like there is apt to be something where a local look is taken at the entire picture of illiteracy and things go into it, components go into it that are funded at the top, barring those.

Senator COCHRAN. I was glad to hear Mrs. Peterson mention her experience as a Chapter I teacher or supervisor. My family, I guess you may know, has been involved in education. My mother was a Title 1, entitlement supervisor here in Hinds County public schools and Jackson and my grandmother was a fourth grade teacher all her life. She taught fourth grade; sometimes she taught other grades when they needed other things at Utica schools. I feel like I have grown up in a school teacher family and feel very close to educators and those who have been involved in these experiences. You make me remember a lot of things that I observed growing up. My father was a principal and County Superintendent here in Hinds County. My parents are both retired now and happy members of the Retired Teachers Association and they are very involved in all of those activities. So maybe I am prejudiced when I come when I ask teachers to spend a lot of extra time to make our system here in Mississippi a better one. I notice in your observation about the dollars we have spent and we do need to try to make sure that we provide adequate funding for all our educational programs. I made some notes the other day at a meeting in the White House—this is actually on White House stationery, my notes are. We were talking about the budget for education and the education initiative that President Bush had advanced. This was from Lauro Cavazos. He recited this as nationally, spending for education has increased from $168 billion in 1980 to $330 billion in 1988. That is a figure that he had that includes Federal and State programs, gov-

ernment spending up and down the line in all areas. We were talking about some target programs and somebody was calling attention to the fact that William Bennett's effort to do something about the drug war that is going on in Washington, District of Columbia might be more useful if that money were being spent in the District of Columbia school system. Another person who was there brought out this figure which I thought was interesting. In the United States today the average amount spent per student in our schools each year is $3,200. In the District of Columbia the amount of money spent per student is $6,800 per student per year. I do not know that that proves anything. It is just an interesting statistic. Someone earlier in the day made the point that you really cannot measure education successfully in the dollars that are spent and I know that is true. In Mississippi we are very glad we can observe more money being spent for teachers salaries than for any other activities in our schools. More than ever before in our history and that is very encouraging and reassuring.

I think that this panel concludes our hearing today. Our next hearing is going to convene on the Gulf Coast at the Mississippi Gulf Coast Community College, the Jeff Davis Campus tomorrow morning. We will have a full day of hearings on the subject of vocational education. I invite any of you who would like to to come to that hearing to see what we are doing in Mississippi and what those Federal programs are and how they are affecting our vocational education efforts.

I again want to thank everybody who participated today, particularly Dr. Richard Boyd and the members of his staff who have helped in the arrangements and provided the facility and especially all of our witnesses. You have really made this a special experience for our committee. The information that we have compiled and the expressions and opinions that we have transcribed and will transcribe in the hearing record will help support our request for funding and also for program support from Washington that will be beneficial to our students, teachers, administrators and our State at large in the years ahead.

Thank you all for being a part of this effort.

Our hearing is adjourned.

[Whereupon, the hearing was adjourned, subject to the call of the Chair.]

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